

FORTY-SECOND ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA
1947

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Edmonton, March 15, 1948.

TO HIS HONOUR,

JOHN CAMPBELL BOWEN,

Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1947.

I remain, Sir,

Your obedient servant,

IVAN CASEY,

Minister of Education.

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Report of the Deputy Minister

THE HONOURABLE IVAN CASEY,
Minister of Education,
Edmonton, Alberta.

Sir:

I have the honour to present the annual report of the Department of Education for the year 1947.

Obituary.

It is with regret that I record the passing on December 5 of Dr. John T. Ross, Deputy Minister of Education for this Province from 1917 to 1934.

There appears in the annual report for the year 1934 a photograph and biographical sketch of the then retiring Deputy Minister. It will suffice to say at this time that the news of his death after an extended and, for the most part, vigorous period of retirement evoked feelings of sorrow among those who had been privileged to serve under his leadership. It was truly said at his funeral, "He sought to serve the King of Kings in such a way that he might hear his Master say, 'Well done thou good and faithful servant, enter into the joy of thy Lord'."

There should be recorded here also the death of one who though not an employee of the Department nevertheless played, over a quarter of a century, an important and aggressive role in the development of education in this province and who served as critic and counsellor with respect to many matters of policy. The late John W. Barnett, who was posthumously awarded the degree of Doctor of Laws by the University of Alberta, served from its inception as General Secretary-Treasurer of the Alberta Teachers' Alliance and its successor, the Alberta Teachers' Association. He played a significant part in the development of policies, legislation and public opinion with respect to education in general and the status of teachers in particular. Some of his memorials are the Association itself, The Teaching Profession Act, The Teachers' Retirement Fund Act, and various provisions of The School Act dealing with tenure, security and payment of teachers.

Staff Changes.

During the year 1946 the following major changes of staff occurred:

Mr. B. E. Walker, M.A., Registrar, resigned to join the staff of the Faculty of Education.

Mr. D. M. Sullivan, M.A., High School Inspector, was transferred to the Registrarship.

Mr. A. A. Aldridge, B.A., formerly high school teacher and principal, and counsellor with the Department of Veterans Affairs was appointed to be Supervisor of Guidance.

Mr. D. T. Oviatt, M.A., was appointed to be Supervisor of the Teachers' Services Bureau. Mr. Oviatt, formerly superintendent of the Taber School Division, had been on special assignment with the Department for some time directing the revision of the Elementary School Program.

Mr. J. C. Jonason, M.A., while retained as a member of the staff of superintendent of schools, was given a new assignment as Liaison Superintendent functioning between the Department and the Faculty of Education.

New Services and Projects.

While the following items will be found to be covered in some detail in the appended reports of the various branches they are given brief mention here.

1. Guidance.

During the year there was implemented the long-standing recommendation of curriculum committees and other groups that the Department should establish a guidance service with a guidance officer at its head. In establishing this branch the objectives are:

- (a) To encourage the establishment of guidance services within district and divisional school systems.
- (b) To make guidance materials available to counsellors and teachers.
- (c) To institute in-service training programs and procedures to increase the competence of teachers in this field.

In addition to vocational guidance service the branch concerns itself with broader phases of interest including problems of emotional, personality, and character development.

2. Teachers' Services Bureau.

In response to continued demands from teachers for information, advice and direction with respect to classroom matters it was decided to establish as a part of the Curriculum Branch a service to meet these needs. The Bureau will issue periodical bulletins and source materials which will be useful to teachers especially in the Elementary School. Individual teachers' requests will also be dealt with as fully as possible.

3. Faculty of Education Liaison.

It has long been recognized that teacher training institutions tend, as the actual classroom experiences of their personnel become more remote in time, to become more and more theoretical to the detriment of their work, the theory necessarily being tested and tempered by actual classroom contact. Further, the classroom experiences of the students have been largely limited to city schools whereas they begin teaching and perhaps continue to teach in rural schools. To counter these factors an arrangement has been made whereby an additional superintendent has been appointed to work in the Clover Bar School Division. This Liaison Superintendent works in close co-operation with the staff of the Faculty in the development of projects which bring both staff and students into more intimate relation with the rural schools adjacent to Edmonton.

4. *Elementary School Program.*

A comprehensive revision of the elementary courses has been under way for some time. Bulletin II dealing particularly with the Enterprise (including Social Studies) Program was issued for use in September.

DEVELOPMENTS AND PROBLEMS

1. *Teacher Shortage.*

At the end of the year there were reported 24 schools with no service, 24 operating under unsatisfactory makeshift co-operative arrangements, 489 under correspondence course supervisors (un-certificated persons) and 180 under teachers holding Letters of Authority. All of the last group have had some teacher training experience but do not meet present requirements for an Alberta certificate. The situation is improved to the extent of approximately 100 as compared with a year ago when there were 625 schools in the first three groups mentioned above.

The Faculty of Education enrolment for 1947-48 has increased by some 50 students over last year, the increase in those training for elementary certification being about 80.

A class of 100, largely veterans, graduated in Edmonton in 1947 which resulted in a substantial alleviation of the high school teacher shortage. A class of similar proportion is enrolled during the 1947-48 session and will graduate in May. This should fully overcome any existing shortage of high school teachers.

In an attempt to increase the enrolment of students at the Faculty of Education, especially of those entering elementary school teaching, the Department provided two sorts of financial assistance.

- (a) The fees of all students in attendance at the Faculty of Education and enrolled in the Junior Elementary and Intermediate School Certificate (one year) course were paid.
- (b) Scholarships to the extent of \$200 each for 200 students entering the same course were made available. The recipients were selected on the basis of standing in Grade XII examinations.

2. *Salary Schedules.*

The negotiations between boards and teachers continued to demand much time and attention during the year. A number of cases were referred to the Department of Trade and Industry for conciliation and in some instances for arbitration. This situation led to the continued demand from some quarters for the setting up of a provincial salary schedule or some scheme of salary determination on a province-wide basis. At the end of the year this matter was in a discussion stage with conversations arranged for the new year.

A trend to be noted with respect to salary schedules is a swing towards the adoption of the "single salary schedule", that is, one which provides the same salary dependent upon experience and qualifications, regardless of grade taught. It is estimated that the salaries of nearly 50% of the teachers of the province are governed by such schedules.

3. *Composite High Schools.*

There was established at Red Deer as of September 1947 the first composite high school in the province designed to serve primarily rural pupils. Operated by the Red Deer School Division it absorbed by agreement the Red Deer City high school and serves pupils from Lacombe and Rocky Mountain Divisions as well as a number from widely scattered parts of the province.

The school has a staff of 23 teachers. It has an enrolment of 473 pupils. It operates dormitories for both girls and boys which accommodate 270 pupils. It offers courses in the usual academic subjects, home economics, agriculture, electricity, mechanics, wood-working and other practical subjects. It provides facilities for the private study of piano and is equipped to make available opportunities for social, physical and cultural recreation.

The school is housed in buildings which were formerly part of the Army establishment at Red Deer and much equipment was obtained through War Assets Corporation and from the Canadian Vocational Training schools as equipment became surplus.

New administrative problems arise as a result of the organization of this type of school serving an area greater than one school division. These will require careful attention in 1948.

4. *School Divisions.*

Three new divisions came into existence as of January 1, 1947. Thorhild and Lacombe Divisions resulted from the reorganization of territory formerly in existing divisions. The Coal Branch Division resulted from the amalgamation of districts still independent.

Canadian Vocational Training.

The enrolment of veterans in rehabilitation courses passed its peak during 1946-47. During 1947, facilities were steadily reduced in extent and by the end of the 1947-48 season the task will have been substantially completed. An exceptionally fine piece of work was done in organizing and carrying forward this program. It had to be established and rapidly expanded at a time of great scarcity of space, personnel and materials. The measure of success achieved reflects great credit upon those in charge.

Teachers and Trustees.

The relationships existing between this Department and the two major educational organizations of the province, The Alberta Teachers' Association and The Alberta School Trustees' Association, continue to be harmonious. While inevitable differences of viewpoint arise among the three parties, good will and frank discussion characterize their dealings one with the other with the result that problems are considered under favorable circumstances.

Respectfully submitted,

W. H. SWIFT,
Deputy Minister.

REPORT OF THE CHIEF SUPERINTENDENT OF SCHOOLS

W. E. FRAME

Three new school divisions were organized during 1947, bringing the total up to fifty-six. Lacombe No. 56 was formed out of portions of Rocky Mountain No. 15, Red Deer No. 35, Stettler No. 26, and Ponoka No. 34. The number of operating rooms in these divisions had increased to such an extent that the supervisory and administrative loads in each had to be reduced in the interests of efficiency. Mr. R. V. McCullough was placed in charge of the new division.

Thorhild No. 57 was organized to relieve Sturgeon No. 24, Smoky Lake No. 39, and Athabasca No. 42. Mr. B. E. Walker, formerly Registrar of the Department, was placed in charge until he joined the staff of the Faculty of Education, University of Alberta, on September 1st, when he was relieved by Superintendent I. Goresky of Neutral Hills School Division.

During the year the school districts in the coal mining area lying southwest of Edson were formed into a new division—Coal Branch No. 58—with Mr. C. Ross Ford as Official Trustee and Superintendent. This action brought the last sizable group of organized rural districts and hamlets into a larger unit of administration.

Plans have been made to form a new division, on January 1, 1948, centering on Barrhead, and Superintendent E. C. Stehelin of High Prairie was moved to the area in September. His former territory was taken over by Superintendent L. A. Broughton who was replaced at Lac la Biche by a new appointee, Mr. H. C. Melsen, formerly the principal of the Grande Prairie High School.

In November Mr. Findlay Barnes left the Rocky Mountain School Division to become the Director of Education in one of the provinces of Ethiopia. Mr. A. F. Deverell of the Edmonton High School Staff was appointed to fill the vacancy.

Mr. G. H. Lambert replaced Superintendent Goresky in Neutral Hills School Division, and Superintendent T. C. Byrne of Foremost succeeded Superintendent Lambert at Taber. In September Mr. G. L. Mowat, who had been pursuing graduate studies at Stanford University, was placed in charge of the Foremost School Division.

A new departure was put into effect in September when Mr. J. C. Jonason of Stettler was appointed to the office of Liaison Superintendent, his duties being to supervise rural practice teaching and keep the staff and students of the Faculty of Education in touch with such schools as can be reached from the City of Edmonton. He will spend part of his time assisting Superintendent LeBlanc with the supervision of teaching, and inspection of schools, in Clover Bar School Division. Dr. R. E. Rees of Acadia School Division succeeded Mr. Jonason at Stettler.

Another innovation was the appointment of Mr. R. E. Byron to the position of Associate Superintendent of Grande Prairie and East Smoky School Divisions.

Mr. D. M. Sullivan, formerly Inspector of High Schools, replaced Mr. B. E. Walker as Registrar of the Department. Superintendent A. W. Reeves is filling the vacancy on the high school inspection staff with headquarters in Edmonton.

The usual three-day superintendent's conference was held on January 29, 30 and 31, in the committee room of the Legislative Building. Technical education, school broadcasts, fire hazards in schools and dormitories, survey tests, school vans, elementary curriculum revision, audio-visual education, the teacher shortage, and school grants were the main topics discussed. The attendance was full and the superintendents showed a keen interest in each item presented for consideration.

There are definite indications that the teacher situation is about to improve. Except in a few special lines the supply of high school instructors is adequate. In December 1947 there were 89 more teachers in schools than in the corresponding month of the year 1946. Another indication is a decrease of twenty per cent in the number of correspondence centers during the last term of 1947.

In addition to their regular administrative duties the superintendents and high school inspectors have rendered additional services to the Department of Education and the Faculty of Education. These included sitting on curriculum and other committees, assisting with examination work, lecturing at summer sessions, writing courses of study, making investigations outside their regular territory and submitting reports, consolidating parts of the annual report, and assisting school systems other than their own to solve unusual problems.

Some consideration has been given to the working out of a Dominion-Provincial program for the education of immigrants. The purpose of this service, when established, will be to enable candidates for Canadian citizenship to meet the educational requirements of The Citizenship Act. A committee of the Canadian Education Association is working on a curriculum.

Alberta was represented by fourteen people at the Canadian Education Association Convention held last September. The delegates from the Department were: The Honourable R. Earl Ansley, Minister of Education; Dr. W. H. Swift, Deputy Minister; W. E. Frame, Chief Superintendent of Schools; and J. J. LeBlanc, President of the Alberta School Superintendents' Association. Mr. X. P. Crispo attended as an additional representative of the Superintendents' Association.

The Department of Agriculture ran a course for school dormitory supervisors and cooks at the Olds Agricultural School during the week beginning June 30, 1947. Miss Joyce Lewis of the Department of Agriculture staff gave an excellent course on quantity cookery and nutrition.

During 1947 the high schools in Calgary and the elementary and intermediate schools of Lethbridge and Medicine Hat were inspected. The high school inspection staff also visited the private high schools in the Edmonton area.

Organization of Supervisory Staff.

Each divisional superintendent is responsible for the supervision of the classroom work in the schools of his division and also of those districts which are not included in the division but are located geographically in or near it. He also functions as attendance officer for the division, and he represents the Department of Education in his area.

One of the important duties of the superintendent is to attend all meetings of the board and advise the trustees on educational matters. In addition, superintendents should—and usually do—function as the senior administrative officers in their divisions.

The high school inspection staff now numbers four. They report on the work being done in all rooms devoted exclusively to high school grades and also in those in which the greater part of the work being done is on the high school level. The high schools of the larger cities are not inspected every year. During 1947 the staff visited those in the City of Calgary.

**INSPECTORS OF ELEMENTARY AND INTERMEDIATE SCHOOLS AND
SUPERINTENDENTS OF SCHOOL DIVISIONS**

	Rooms		High Schools	Total
	Elementary and Intermediate Div.	Non-Div.		
J. D. Aikenhead, B.Sc., A.M., Berry Creek No. 1 and Sullivan Lake No. 9	49	11	8	68
L. A. Broughton, B.A., High Prairie No. 48	35	21	9	65
T. C. Byrne, M.A., B Ed., Taber No. 6	57	0	13	70
R. E. Byron, B.Sc., B Ed. (Associate Superintendent), Grande Prairie No. 14 and East Smoky No. 54				
J. W. Chalmers, M.A. Ed D., Killam No. 22	59	11	13	83
T. K. Creighton, M.A., Lac Ste. Anne No. 11	79	0	5	84
X P. Crispo, M.A., Olds No. 31	87	19	17	123
W R. Dean, B.A., Fairview No. 50	22	7	4	33
A. F. Derevell, B.A., B.Ed., Rocky Mountain No. 15	76	12	6	94
S. A. Earl, B.Sc., Acadia No. 8	35	3	5	43
E. M. Erickson, B.A., B.Ed., Holden No. 17	78	7	11	96
F. B. Facey, M.A., Castor No. 27	57	4	9	70
C. Ross Ford, B.Sc., M.A., Edson No. 12 and Coal Branch No. 58	84	7	11	102
A. R. Gibson, M.A., B.Paed., Lamont No. 18	94	9	12	115
I. Goresky, M.A., M.Ed., Thorhild No. 57	64	0	10	74
J. R. S. Hambly, B.Sc., M.Ed., Grande Prairie No. 14 and East Smoky No. 54	100	25	16	141
F. Hannechko, B.A., B.Ed., Two Hills No. 21	84	5	13	102
E. W. Hinnman, M.A., St. Mary's River No. 2	70	18	32	120
W. E. Hodgson, B.A., B.Ed., Athabaska No. 42	76	1	7	84
G. F. Hollinshead, B.Sc., B.Ed., Stony Plain No. 23	86	23	11	120
W. S. Korek, B.Sc., B Ed., Macleod No. 28	37	19	25	81
H. A. Kostash, B.A., B Ed., Smoky Lake No. 39	67	2	13	82
L. W. Kunelius, B.Sc., M.A., Pembina No. 37	93	11	10	114
G. H. Lambert, B.A., Neutral Hills No. 16	38	0	3	41
O. P. Larson, B.Sc., B Ed., Bow Valley No. 43 and E.I.D. No. 44	79	15	19	113
C. M. Lavery, B.A., Foothills No. 38	33	54	27	114
J. J. LeBlanc, B.A., Clover Bar No. 13	110	0	9	119
R. V. McCullough, A.B., Lacombe No. 56	50	30	26	106
E. G. McDonald, B.A., B.Ed., Provost No. 33	39	4	8	51
J. A. McKay, B.Sc., M.A., Pincher Creek No. 29	34	44	17	95
Munroe MacLeod, M.A., Wheatland No. 40	65	7	17	89
H. C. Melsness, B.Sc., Lac La Biche No. 51	50	9	6	65
E. C. Miller, B.A., Vermillion No. 25	96	2	12	110
G. L. Mowat, B.Sc., Foremost No. 3	49	5	12	66
Cyril Pyrch, B.A., B.Ed., Strawberry No. 49	56	0	3	59
R. Racette, B.A., St. Paul No. 45	75	18	11	104
R. E. Rees, Ph.D., Stettler No. 26	58	32	12	102
C. H. Robinson, M.A., M.Ed., Camrose No. 20	66	23	19	108
H. R. Ross, B.Sc., Ponoka No. 34	89	0	8	97
A. L. Schrag, B.Sc., B.Ed., Spirit River No. 47	49	3	5	57
R. J. Scott, B.A., Sturgeon No. 24	70	20	12	102
S. D. Simonson, B.Sc., Wainwright No. 32	67	4	12	83
E. C. Stehelin, B.A., B.Ed. (Associate Superintend- ent), Pembina No. 37				
J. L. Sylvestre, B.Sc., Bonnyville No. 46	77	11	10	98
L. A. Thurber, B.Sc., Red Deer No. 35	59	44	36	139
L. A. Walker, B.A., B.Paed., Medicine Hat No. 4	60	57	25	142
J. F. Watkin, M.A., M Ed., Drumheller No. 30 and Red Deer Valley No. 55	75	44	20	139
E. W. White, B.A., Vegreville No. 19	63	15	13	91
Owen Williams, B.A., Lethbridge No. 7	89	2	34	125
Geo. L. Wilson, B.Sc., Calgary No. 41	71	39	13	123
H. B. Wilson, B.Sc., B.Ed., Peace River No. 10 and Fort Vermilion No. 52	65	11	6	82
L. B. Yule, B.A., Wetaskiwin No. 36	57	17	9	83
TOTAL	3278	725	664	4667

J. C. Jonason, M.A.—Liaison Superintendent between the Faculty of Education and Clover Bar School Division No. 13.

NOTE: The above figures represent the rooms that operated under teachers and the Correspondence School Branch during the year.

INSPECTORS OF HIGH SCHOOLS

H. C. Sweet, B.A.—Northern Alberta.
 A. W. Reeves, M.A.—Northern Alberta.
 R. Warren, B.A., M.Ed.—Central Alberta.
 C. B. Johnson, B.Sc., M.A.—Southern Alberta.

SUPERVISOR OF INDUSTRIAL ARTS

A. P. Tingley, B.A.

The following tables are compiled from statistics supplied by the superintendents. It should be kept in mind that the major cities are not included, since they do not come under the jurisdiction of any particular superintendent. The figures are as at December 31st.

DISTRICTS, ROOMS AND OPERATION

	In Divisions	Not in Divisions	Total
No. of districts	3,663	153	3,816
No. of districts in which local school was operated	2,373	149	2,522
No. of operating rooms:			
(a) Under teachers	2,895	739	3,634
(b) Under correspondence supervisors	491	13	504
No. of classrooms included in centralizations	850	193	1,043
No. of classrooms closed due to teacher shortage and without service of any sort	14	4	18
No. of operating schools (including elementary, intermediate, and high schools):			
(a) One room	1,943	34	1,977
(b) Two rooms	222	16	238
(c) Three rooms	76	21	97
(d) Four rooms	56	17	73
(e) More than four rooms	108	84	192
Total	2,405	172	2,577

Number of school vans operated:	
Regular routes	703
Due to teacher shortage	29
Number of pupils carried by vans:	
Regular routes	14,592
Due to teacher shortage	430
Number of families receiving conveyance allowances:	
Normal cases	1,159
Due to teacher shortage	53
Centralized Schools in operation:	
Two-room schools	64
Three-room schools	50
Four-room schools	36
Schools of five or more rooms	89

INSPECTION AND SUPERVISION

	In Divisions	Not In Divisions but In Inspectorates	Outside Inspectorates	Total
No. of rooms visited in supervisory capacity during the year:				
Once	1,173	497	98	1,768
Twice	1,435	135	1	1,571
Three times	559	55		614
Four times or more	302	9		311
No. of visits of half-day duration			5,886	
No. of visits of less than half-day duration			2,465	
No. of complete reports submitted			3,267	
No. of memo reports to teachers			2,233	
No. of visits with no report			2,851	

	In Divisions	Not in Divisions	Total
No. of rooms, the work of which was not inspected or supervised during the year	102	93	195
No. of operating rooms on which a full report was not issued	472	143	615

INSTRUCTION IN GRADES ABOVE THE EIGHTH

No. of one-room schools offering instruction in Grade IX	715
No. of one-room schools offering instruction in Grade X	6
No. of one-room schools offering instruction in Grade XI	
No. of one-room schools offering instruction in grades above Grade VIII	718

SUMMARY OF WORK		
Number of days spent in work of supervision:	Total Days	Average
(a) Schools in Divisions	3,383.75	66.35
(b) Schools in Inspectorates but not in Divisions	444.75	8.72
(c) Schools not in Inspectorates	53.	1.04
(d) Indian Schools	34.25	.67
(e) Private Schools	42.75	.84
Total	3,958 5	77.62
Number of days spent in:		
Investigation or administrative work:		
(a) In divisions	2,626 75	51 5
(b) In school districts not in divisions	235 5	4 62
Performance of duties as Official Trustees	178	3 49
Attendance work	190 75	3 74
Examination work for Department	115	2 25
Teaching in Summer School	30	.59
Other special work for Department	529.5	10.38
Reports, correspondence, office duties	4,043	79.27
Attending meetings of divisional boards	800	15.69
Attendance at conventions, school fairs, sub-divisional meetings, field days, etc.	940.75	18.45
Total	9,689.25	189.98
Grand total for work of all kinds	13,647 75	267.6

TABLE OF MILEAGE		
Miles travelled:	Total	Average
Rail	35,012	686.51
Bus	7,027	137.78
Air	1,050	20 59
Road: (a) Own car	448,400	8,792.16
(b) Other conveyance	5,187	101.71
(c) Car mileage not charged to Department	44,261 5	867 87
Total	540,937 5	10,606 62

SURVEY OF EDUCATIONAL CONDITIONS AND PROGRESS AS INDICATED BY REPORTS OF THE DIVISIONAL SUPERINTENDENTS

(Consolidated by F. B. FACEY)

Each Superintendent has submitted a report concerning educational conditions and progress in his area. They include observations on the activities of the 56 School Divisions operating during 1947 and comments on general methods and techniques being employed in the classrooms in the Province. The information is given under the following main headings:

- A. General Conditions.
- B. Operation of Schools.
- C. School Division Administration.
- D. Special Services.
- E. Inspection and Supervision.
- F. Inclusion of Towns and Villages in Divisions.

The material on the following pages is a consolidation and generalization of the statements of the various Superintendents so that as comprehensive a picture as possible of educational conditions in Alberta schools can be provided.

A.—GENERAL CONDITIONS

Reports from the Superintendents reveal that 1947 has been a year when prosperity was generally apparent in most rural areas and in urban Alberta. Conditions have been generally good in so far as grain farming, ranching, dairying, mixed farming, lumbering, and mining have been concerned. Although general crop conditions in nearly one-quarter of the divisions were below average due to

drouth, hail, or adverse harvesting conditions, yet tax collections over the province as a whole were very good, and school authorities did not have difficulty collecting requisitions. The average farmer and the average retail merchant dependent on farm trade had a greater income during 1947 than previously; the wage earner and salaried person had a lower actual income. Although the increase in tax rates on assessment was large in many areas, yet that increase does not appear to be as great in proportion as the increase in average income. Hence arrears of taxes were being cleared up, current taxes came in well and prospects for the next year appear to be good. However, the fear is expressed by many that the requisitions are becoming dangerously high in so far as the ability of the land to pay is concerned.

B.—OPERATION OF SCHOOLS

(a) *A Comparison of School Operation Effectiveness with that of 1946:*

It appears from the reports submitted that 1947 has been a year of difficulties in the operation of Alberta schools, that the schools are still suffering from the aftermath of war, but that the trend of general effectiveness of school operation is on the up-grade. About 50% of the reports indicate an improvement in effectiveness while only a few indicate poorer conditions than in 1946. The situation regarding teacher supply is better in 73% of the inspectorates, this in spite of the fact that the situation has been more difficult than previously in the one-room rural schools. The number of correspondence school centres in the province has decreased to about five hundred and twenty, a decrease of approximately one hundred. Nevertheless most divisional boards still employ some supervisors for these centres and some of the staffs have as high as 40%.

Following are a number of conditions affecting the situation:

1. The percentage of married women on the teaching staff is higher than in any previous year. Many who have not taught for a number of years have been persuaded to take schools; economic conditions resulting from the many severe hail storms in 1947 have brought back a number of married women temporarily.
2. A smaller proportion of the teaching personnel are young and inexperienced.
3. The more definite guidance given by the new course of studies for the elementary school to teachers has resulted in more effective instruction in many instances, more especially in the cases of the weaker teacher, the beginning teacher and the teacher returning to the classroom after a long absence.
4. More divisions are employing supervising teachers who have brought about improvement in the service of the schools they visit.
5. Improved library facilities have affected school operation.
6. A larger percentage of pupils are being taught in graded schools and are hence receiving a better type of instruction. This has resulted from improved road conditions, the establishment of more emergency van routes, and the increasing number of school centralizations.
7. The building and repair program during the year has been fairly extensive resulting in better educational facilities.

8. The payment of Family Allowances continues to assist from the point of health and attendance at school.

The feeling appears to be fairly general among the Superintendents that the year 1947 was the turning point and that more improvement in effectiveness of school operation can be expected in 1948.

(b) *Centralization of Schools in the Division.*

Centralization of schools under divisional administration is increasing and has come about in two ways. Many have been organized primarily to give greater educational opportunity to rural children while others grew up as an expedient to help solve the teacher shortage. The centralization of educational facilities to a greater or lesser degree now appears to be the policy in the great majority of divisions; there are still ten divisions where there has been little or no centralization of schools. In a few divisions this is due to a definite policy against centralization and inclusion of towns; in others the density of the rural school population is such that the one-room schools already have maximum teaching loads and centralization would only result in greater costs.

The outstanding examples of centralizations during 1947 were at Red Deer, Taber and High Prairie. A composite high school offering academic, cultural and vocational courses including agriculture is operated by the Red Deer School Division in co-operation with the Rocky Mountain and Lacombe Divisions and the Red Deer School District. Taber has now a twenty-nine room centralization offering grades I-XII. This division has only five one-room schools still in operation and has nearly reached its maximum point of centralization. Three-fifths of the students attending the sixteen-room centralization in High Prairie are transported to school daily. As soon as accommodation can be provided another six rooms will be added.

Centralization of facilities has reached its practical maximum in the Macleod Division. Lethbridge and Foothills Divisions are approaching their maxima, and Foremost Division is well centralized considering its large area. E.I.D. and Killam Divisions have both made excellent progress during 1947 and are each building up a number of smaller centralizations.

(c) *Other Means Used to Improve Educational Services.*

1. Eight divisions now employ a full-time supervising teacher who maintains a very close contact with schools, particularly correspondence school centres.

2. Many divisions maintain dormitories to provide boarding facilities at a reasonable cost to rural students attending high school.

3. There is an increase in the offering of vocational training at smaller centres. Wheatland Division, for example, has two General Shop-Household Economics circuits so that these courses are now available to every high school student in the division and to many in the intermediate grades. Vocational agriculture which was started in 1946 at Cardston, is also being offered now at Red Deer and Athabasca.

4. Varying payments by way of transportation allowances are made to parents of children who travel from a non-operating school

district to a neighbouring one to attend school. Payments in lieu of conveyance are also made to assist parents in providing boarding accommodations away from home. Much more has been done during 1947 than previously to help the high school student away from home.

5. Many divisions are encouraging Grade IX students to attend larger schools rather than the one-room rural schools.

6. There has been a growing use of films, radios and gramophones for educational purposes.

7. There is steady improvement in the library facilities offered.

8. In some of the northern divisions schools remained open during the summer months, qualified staff being obtained mainly from the university.

9. In instances where pupils have been unable to attend an organized school, correspondence lessons have been provided for use at home.

10. A large number of divisions are offering scholarships to students attending the Faculty of Education. In this way they are able to increase their own teacher supply for the future and thus improve educational facilities.

11. Many of the divisions were visited for a week or more by staff members of the Faculty of Education. Their visits proved stimulating to the teachers concerned.

(d) Salary Levels of Teachers.

Salary levels of school teachers in Alberta have risen sharply during 1947, more than in any recent year, the average increase varying from \$300 to \$500 in the divisions. The high average in some areas is due to a very large proportion of the staff's being at the maximum. In a number of the divisions the average salary is very nearly \$2,000 while the average salary in one-room rural schools is approaching \$1,800 in a few divisions.

Following are some aspects of the salary situation:

1. Minimum salaries under the schedules vary from \$1,200 to \$1,500 with the majority of the boards paying about \$1,300.

2. Maximum salaries for one-room rural school teachers vary from \$1,750 to \$2,200 with the majority of boards paying from \$1,900 to \$2,000.

3. The trend during 1947 was toward the single salary schedule based primarily on training and experience, and away from the positional type of schedule based on experience and grades taught, with emphasis on the latter.

4. Well qualified principals of centralizations, particularly in the southern part of the province, are now receiving salaries ranging from \$3,500 to \$4,100.

5. Principal's allowance for supervision varies from \$50 to \$100 per room.

6. Many divisional boards pay a bonus, up to \$75, for heavy enrolments.

7. Teachers holding university degrees receive an additional allowance ranging from \$200 to \$700 with the majority of boards paying from \$300 to \$400. Allowance is also paid for partial degree work, and in some instances an additional allowance is paid for a second degree.

It is generally hoped that the present scale of salaries will not only result, in the long run, in the schools' being staffed with fully qualified teachers but that the better class of high school graduates will be attracted to the profession, that more men will enter the service and stay in it, and that school teaching will receive the full recognition to which it is entitled among the professions.

(e) *Competence and Availability of Teachers.*

There is an optimistic note in that the majority of the Superintends report an improvement rather than a deterioration in the competence of teachers. Slightly over half of the teachers in the province at the present could be classed as competent and these are mainly to be found in graded schools. Generally speaking, the quality of teaching in the rural schools is low. Although the average experience of teachers is greater it does not follow that they are more competent since many are people who have returned to the classroom after ten to twenty years' absence. Many of the married women who have returned were good teachers and are still doing work of a high calibre, yet many others are doing a poor grade of work because of the combination of the pressure of home duties and their intention to teach for as short a time as possible. In so far as the teachers trained within the past few years are concerned, a major lack in their equipment is that of a good cultural background.

All but six of the superintendents feel that the teacher supply situation has stopped its down-hill progress and many feel that there has been some improvement. Nevertheless the shortage of qualified teachers is still acute. The annual turnover of staff in many instances is nearly 50%. In some divisions about half the staff is made up of married women, ex-teachers who have returned to the classroom after varying periods of absence; many of these would be only too glad to be relieved of their duties but continue teaching for the sake of their own or their neighbours' children. In one of the northern divisions the teacher supply situation is so bad that there are only seven teachers holding either certificates or letters of authority teaching in rural one-room schools; the other schools are operating as correspondence school centres.

The supply of teachers still seems to be regulated by the inconvenience of rural living. On the other hand financial assistance for teacher-training in the form of free university tuition, and government and divisional scholarships are slowly tending to induce more young people to go into the teaching profession.

One of the great complaints of the superintendents is that they have little or no chance to exercise discrimination in the selection of teachers but are almost forced to hire all who apply regardless of qualifications. There is, however, a general hope that with the situation gradually improving they will soon be able to select teachers.

C.—SCHOOL DIVISION ADMINISTRATION

(a) *A General Survey of Divisional Finances.*

Educational costs rose sharply in 1947 and in spite of increased government grants requisitions on municipalities and the Department of Municipal Affairs had to be raised. These increases were due to the continued rise in the cost of instruction, building, transportation, maintenance and equipment; and to a certain amount of

extension of educational services. The provincial government grants increased in most areas, more particularly in those of relatively low assessments. Grants received by the divisions vary from about 12% to the maximum of 80% of the cost of operation. Although in many instances the increase in government grant was sizeable in most cases it was more than taken up by increased costs of operation.

Many divisions in the past had been building up reserve funds for future capital expenditure but during 1947 some of them used a major portion or all of the fund for building purposes. They did not, however, receive value for the money spent when the purchasing power of the money at the time it was put into the fund is considered. Many divisions that previously had provided for capital expenditures out of current taxation were forced to resort to borrowing during the past year.

The most serious financial problem for the next few years in divisional administration will be financing the costs of buildings and transportation equipment. An extensive building program is long overdue; replacements and new centralized school buildings are urgently needed. It is generally felt by the superintendents that an increase in revenue will be necessary in 1948 to maintain present levels of service but that substantial increase of taxation based on land values is inadvisable.

(b) Janitor and Building Maintenance Service.

Janitor services are generally performed satisfactorily in the graded schools, where adult service is obtainable. In the smaller centres it is part-time work while in larger centres one or more full-time caretakers are employed at rates ranging from \$90 to \$125 per month.

The poorest janitor service is usually found in rural schools and according to the reports the work being done is quite generally unsatisfactory. The duties are generally performed by pupils or teachers at rates varying from \$5.00 to \$20.00 per month depending on the division and local conditions.

The great majority of the school divisions now employ one or two full-time repairmen who work under the direction of the trustees in repairing schools. This method has been found to be more satisfactory than having local workmen perform the necessary repairs in each subdivision. Many divisions have purchased trucks and have set up workshops, often equipped with power tools, where much useful work can be done during the winter months. The board and superintendent plan the repair work for the year and the repairman with casual help when necessary carries out the program during the summer months. In the winter he is usefully employed repairing desks, making cupboards, tables, etc., and is available for emergency repair work.

The Edson Division employs a building superintendent who attends all board meetings. He has complete charge of all new construction and has general supervision over all maintenance. During this first year the arrangement has been very satisfactory.

Although there was still a scarcity of certain materials, yet the general level of repair has improved in the majority of divisions and more work was completed during 1947 than during many of the previous years. However, a few superintendents report that

the general state of repair in many of the rural schools in their inspectorates is still at a low level.

(c) *Buildings.*

The provision of classroom accommodation has been one of the most serious problems that faced school boards during 1947. Many boards that had delayed building programs during the war years because of rising costs and the scarcity of materials and labour were finally forced to build. The result was that this year saw more building than has been done for many years.

Forty-seven one-room schools or additions were built, eighteen of two rooms and one of three rooms. Larger structures were built at Grimshaw, High Prairie, Kitscoty, Leduc, Newbrook, Wildwood, Edburg and Foremost. (The last two will not be ready for occupancy until spring). A new dormitory was built by the Taber Division and army buildings were taken over in Red Deer and Wetaskiwin Divisions for dormitory use. Three new divisional offices were provided and six garages of various sizes for school vans. To assist in the improvement of the teacher situation sixty new teacherages were built and many more purchased or remodelled. Many rural schools were renovated; complete basements, new furnaces, insulation and modern lighting were added. Many others were moved to new locations to provide additional accommodation at existing schools. A number of divisions have improved the artificial lighting in classrooms by the installation of fluorescent or indirect lighting fixtures. In addition a number of divisions and town school boards have purchased excess army buildings and remodelled them for use as classrooms. Pembina School Division built a number of small portable one-room school buildings to move from place to place to relieve congestion.

The availability of labour and material improved in 1947 although the situation was not at all good. Certain materials, particularly nails, cement and finishing material were still hard to obtain when needed. The cost of material in 1947 compared to pre-war prices was from two to three times greater and the cost of labour has trebled in many cases. In one division a one-room school built in 1947 to the same plans and specifications as one built in 1938 cost over two and one-half times as much. One-room schools of good construction with full basement cost from \$7,000 to \$10,000; two-room schools cost from \$8,000 to \$12,000 per classroom; and in larger schools the cost varied from \$8,000 to \$17,000 per classroom depending on the type of construction and the extent of additional facilities provided.

The problem of obtaining tenders for the construction of schools has been serious. It was almost impossible to obtain fixed cost bids, and nearly all tenders accepted contained an "escalator" clause providing for charges in price due to changes in the cost of material or labour. As a result of this many divisions purchased materials, hired foremen and carried out their own building.

Nearly all divisions have some sort of a building programme planned for the next few years. A fairly large number of one-room schools or additions are required, sixteen of two-rooms, seventeen of three rooms, eighteen of four rooms, six of five rooms, six of six rooms, two of seven rooms, five of eight rooms and eight larger ones. It is planned to include gymnasium-auditoriums in the

majority of the larger units. Dormitories to be built at Medicine Hat, Provost, Lac La Biche and Fairview are planned for the next year or two, and a few new offices and warehouses are planned for 1948. The Castor Division plans to experiment with fully insulated portable teacherages to provide a greater degree of use of the buildings instead of building new teacherages in some districts and having them unoccupied during many terms. In addition many divisions are planning major alterations and renovations to schools, dormitories and offices.

(d) *Library.*

Since the divisions have been formed school library services continued to improve due primarily to the organization of the large administrative unit and the advice of their superintendents. According to the reports received, divisional boards are spending from seventy-five cents to two dollars per pupil per year for the provision of library services.

There are three kinds of library service in vogue, namely: basic classroom libraries, travelling libraries, and central circulating libraries. A number of divisions spend the total budgeted amount on the providing of good basic libraries in each school and classroom. All divisions, however, have basic libraries in the classroom, but the majority supplement them with service from either travelling or central libraries. Some have a combination of all three kinds of service.

The travelling library, usually made up of boxes of books which move from school to school every month or six weeks, is generally found to be unsatisfactory. This is due to the fact that in many instances the boxes do not circulate because of transportation difficulties or teacher indifference. As a result, the use of the central library is now being favoured by the majority of divisions.

The central libraries in existence at the present time vary in size from a few hundred volumes to thirteen thousand. They are usually located at the divisional office or some other central town in the division and contain reference material, supplementary readers, free reading and professional books. Some books are called for by the teacher but most are circulated by mail. The post office has a low rate in effect for libraries and the return postage is pre-paid. Teachers are provided with catalogues including up-to-date revisions showing the names, authors and classifications of the books on hand so that they may order the books they desire. Though some schools do not make very extensive use of the central library, most of the superintendents using a central library are satisfied that its existence is more than justified by the use which the majority of teachers make of it. According to one of the departmental officials who has visited most of the divisional offices the four best and most effectively operated central libraries are located in the following divisions: Foothills, Castor, Foremost and Wainwright.

All divisions spent a certain amount of money placing current periodicals and magazines in the classroom. The most popular appear to be World Affairs, Canadian Nature and Nature Activities and Canadian Geographic. A number of divisions are concentrating on supplying the Books of Knowledge or a good standard encyclopedia in each classroom.

A few divisions which have now become highly centralized and have very few one-room schools remaining are discontinuing the use of the large central library in favour of good classroom libraries and small central libraries in each sizeable centralized school. This appears to be more satisfactory for the conditions in these divisions. The idea of a number of divisions co-operating in the formation of one large central library is being thought about at the present time. Mail service would be used almost exclusively, a full-time trained staff of librarians would give more efficient service, and a much wider selection of books would be available.

(e) *Special Problems Relating to School Accommodation.*

The reports of the superintendents would indicate that additional pupil accommodations are required in all but seven school divisions. Three main factors cause this condition, namely: (1) increasing school population in certain areas; (2) the need for additional accommodations at centralizations; (3) the need for replacements of obsolete structures. In many districts the original school building has outlived its period of usefulness and is providing a very inferior type of accommodation. Many of the centralizations require facilities other than classrooms such as laboratories, lunch-rooms, rooms for industrial arts, dormitories, and auditorium-gymnasiums. Although the need for auditorium-gymnasium facilities is very urgent in the larger centres, yet because of the attitude of some school board members and part of the general public in regarding this feature of a school as a pure luxury and the difficulty of financing buildings at present high costs it appears that this accommodation in many instances will be postponed for some time.

The situation is being met in various ways. In some divisions a temporary solution is found by moving one-room schools from rural districts where they are no longer needed. Temporary quarters, often very unsatisfactory, are found by many boards in school and church basements, town halls, teacherages, etc., often at locations where playground facilities are entirely inadequate. One division, the E.I.D., has formulated and written down their "Education Plan", part of which embraces their planning for the improvement of school accommodations over a period of years. It appears that other boards may be following their lead, and it is encouraging to find a greater degree of long-range planning of their affairs on the part of the divisional school boards.

D.—SPECIAL SERVICES

(a) *Dormitories.*

Reports indicate that at the present time school division authorities are operating twenty-four dormitories and provide living accommodations for 1,125 students. They vary in size—five of them having fewer than twenty students, and one large one, that at Red Deer, having two hundred and sixty. The average enrolment disregarding the one large one is thirty-five. The cost to the students varies from \$15 to \$21 per month.

In addition to the dormitories operated by school boards there are a number in operation as non-denominational church hostels or denominational church dormitories.

The value of dormitories is being recognized and appreciated throughout the province as indicated by the fact that year by year more students are availing themselves of the service and that in

many areas not so served at the present time, there is an increasing demand for their establishment. They have provided a satisfactory solution to the high school problem in the rural areas and have served to reduce the number of inefficient one-room high schools. They not only provide a good social environment for rural students who must leave home to obtain a high school training but also an opportunity for practice in democratic living. Their establishment has also meant that more extensive high school facilities have been provided at the centres where they are located and that better educational opportunities are available to an increased number of rural and town students.

Many dormitories not only provide sleeping and eating accommodation but also a supervised study hall, a library and recreational facilities. All dormitories are supervised and regulated by a set of rules covering all phases of residence life. The majority are co-educational, but there are a few like the one in Lacombe which house only girls.

Divisional boards make the capital expenditure necessary for the plant and usually plan to operate it so that the students' fees and government grant will carry a very large percentage of the total cost of operation. Some divisions purposely plan to operate the dormitory at a deficit feeling that in that way they can equalize educational opportunity for the rural student to a certain extent.

One development during 1947 was the closing of four divisional dormitories. In three cases road improvements and an increasing number of van routes did away with the necessity for the dormitory service. In the other case a rented building had been used as none other was obtainable on short notice. A new dormitory capable of providing for one hundred students is under construction by the Taber Division and will be ready for occupancy in September, 1948. During 1947 there was established one new church-operated dormitory with a capacity of twenty-five students at Fort Kent.

The outstanding development in so far as dormitories are concerned during the year was the organization of the one in connection with the Central Alberta Composite High School at Red Deer. The Red Deer Division had previously operated a ninety-pupil dormitory in the City of Red Deer, but after the composite school was set up by the Red Deer, Lacombe and Rocky Mountain House Divisions and the Red Deer School District at the site of the A20 Army Camp adjacent to the city the division increased accommodation so that there are now two hundred and sixty students and a staff of fifteen. The new dormitory consists of some of the buildings in the army camp obtained through the co-operation of the Department of Labour and C.V.T. Girls are housed in two former C.W.A.C. buildings and the boys in part of the former hospital building. These buildings are on cement foundations, insulated and heated with hot water or steam. The girls' quarters are divided into cubicles, each housing two or three girls; the boys are in open wards. Dining room, kitchen facilities and living quarters for part of the dormitory staff and some of the teachers are also provided in the former hospital building. The majority of the pupils in the dormitory come from the three above mentioned divisions but many are enrolled from more distant divisions so that they may benefit from the many academic and vocational courses being offered.

(b) *Conveyances.*

The year 1947 was marked by a general increase in the transportation services being offered by the divisions. There are still a very few divisions which do not operate any school vans. In the other divisions the service varies greatly from one using horse-drawn vans to sixty-one using motor vehicles. The service is most extensive and satisfactory in the Lethbridge, Foremost, St. Mary's River and Taber Divisions and the present peak in this kind of service is reached in the Lethbridge Division where sixty-one school buses are in operation transporting sixty-three per cent of the total school enrolment to and from school at a cost of about \$39.00 per pupil per year. In some areas where the population is sparse and the number of pupils per van is small, the cost per pupil is often over \$100 per year. Foothills, Wheatland, Macleod and Calgary Divisions also provide extensive transportation services.

Some divisions own their own transportation equipment but the majority prefer to give contracts to drivers owning their own vehicles. It is felt that this is better in so far as pupil safety and long run cost is concerned. During the past year, however, many divisions have been forced into the ownership of vans whether they preferred it or not.

During the year considerable progress was made in the improvement of roads for the use of school vans as a result of a greater degree of co-operation with municipal authorities. Characteristic also of the year was a wide replacement of horse-drawn vans with motor vehicles. Lac Ste. Anne and Killam Divisions where previously very few pupils had been transported to school have increased the service greatly during the one year. The former division established twelve new routes, nine of them on dirt roads, and the latter division purchased and put into service four new Greyhound type buses and a number of smaller vehicles.

Where divisions own their own vans it is the responsibility of the sub-divisional trustees to care for servicing of the vehicles. A few divisions employ their own full-time mechanics who are responsible for all repairs, but the majority deal with commercial garages by contract or otherwise. When the van service is provided by contract it is then the responsibility of the contractor to service his own vehicles. Hence we find a large number of the contracts being held by garage operators.

Among the transportation problems being faced by divisional boards at the present time are the following:

1. The increasing cost of operation due to increases in drivers' wages; higher costs of service and motor fuel; the higher costs of vehicles conforming to the standards set down by the Highway Traffic Board; and, the greater difficulty in securing the service by contract.
2. The scarcity of suitable vehicles in the present market is still great but the situation is improving.
3. Overcrowded buses resulting from such factors as extending the route of established bus lines, having new families move into the district because of the van service, having students continue in high schools because of the bus service despite their previously announced intention of leaving school, and transporting children from districts the bus was not originally intended to serve.

4. The lack of all-weather roads on many present routes and proposed routes together with the snow clearance problem.

5. The settling of the actual route of the bus in the best interests of all is often time-consuming and difficult. The fact that 'gate-to-gate' service is not always possible is well established, yet many parents do not realize it.

6. More and more ratepayers are demanding school van service to centralized schools. This in itself is good, but it does present difficulties to boards and increases their problems in so far as new buildings and transportation equipment is concerned.

Almost all divisions make some payments in lieu of providing conveyances. To those parents whose children travel over three miles to attend school payments are made varying from 35c to \$1.50 per day depending on the number of children in the family and the distance travelled. Payments up to \$1.50 per day per family depending on the number of children are also made to assist where pupils must board away from home to attend school. The number of high school pupils receiving payments as a boarding allowance has increased during the year, but the total payments being made under the two conditions above mentioned have decreased due to the great increase in the number of school vans being operated.

(c) *Health.*

The type and amount of health services provided in the school divisions varies greatly and can be classified as follows:

1. The schools of fourteen divisions in whole or in part are receiving health services from Health Units under the Department of Public Health.

2. In fifteen divisions some school service is obtained from district nurses employed by the Department of Public Health. The divisions concerned usually pay for transportation costs to schools.

3. Nine divisions are served by public health nurses in their employ. The school division supplies office space, a car and permanent equipment, the Department of Health provides medical supplies, and the two authorities share equally in the cost of operation up to a set maximum for the Department of Health. In one case two divisions divide the services of one nurse.

4. In eight divisions regular medical practitioners within the territory are employed for varying amounts of health service.

5. Eleven divisions have no health services except that some of these do provide vitamin capsules to schools and some have done a very little immunization work at some time previous to the current year.

There is in the Province one supervisor of mental hygiene visiting schools regularly. He was originally in the employ of the Sturgeon School Division, but is now employed by the Edmonton Rural Health Unit which embraces the territory of the Sturgeon and Clover Bar School Divisions. He works toward the improvement of social attitudes in school.

In a few instances service clubs have interested themselves in school health. This has been done by the Kiwanis Club in Medicine Hat which provides free examination of every child within a radius of twenty miles. Glasses for those with defective vision are pro-

vided at a cost of \$6.00 to the parent, the school division paying for the balance. This latter arrangement applies to the whole division.

Where health services are organized, efficiency at the present time is as good as can be expected with the shortage of medical personnel. In many areas throughout the province it is poor and spasmodic, particularly in many of the small towns and villages and rural areas outside those areas served by health units or nurses.

Urgent needs can be listed as follows:

1. An increase in personnel—medical health doctors and health nurses.
2. An increase in the establishment of health units to meet the heavy demand from the public for new units.
3. Improvement in washroom and toilet facilities in many schools.
4. An increase in the number of points in the Province where mental health clinics are held.
5. An extension of immunization programs to cover the entire school population.
6. Increased attention to the provision of a sanitary water supply.
7. An increase in dental services particularly in rural areas.
8. Greater emphasis on nutrition and its importance to health and school life.
9. A more conscientious follow-up of health inspections on the part of many parents.

Many of the above mentioned items are contingent upon the further establishment of health units.

A probable development in the future is that more and more of the health services will be administered by municipal authorities or groups of municipalities rather than by school authorities, and that action on the part of the school boards will be in the form of recommendations to health units or municipalities.

(d) Pupil Supplies.

According to the superintendents a variety of methods are employed for the provision of pupil supplies and textbooks. In distributing supplies other than texts there are four categories:

1. Twenty divisions distribute these supplies free although many of these limit the distribution to grades I-VIII or IX.
2. Fifteen divisions supply some articles free to the pupils and others are sold at cost at the school.
3. In eleven divisions all personal pupil supplies are sold at cost or slightly above to allow for handling charges. In one division the teacher is allowed a 5% commission.
4. In all other divisions no pupil supplies are handled through the office and the pupils fill their needs at ordinary retail outlets.

Three divisions which formerly distributed supplies free to the pupils have discontinued the practice for various reasons. One of them now distributes supplies at cost while the other two handle no pupil supplies.

Almost all divisions purchase these supplies wholesale and in large quantities. Tenders are asked for and bids submitted for a year's supply. In this way costs are kept at a minimum.

Very few of the divisions have interested themselves in the distribution of textbooks. The reports indicate that two divisions supply free textbooks and that four others buy all texts and sell them to pupils at cost. Three divisions rent texts to students. In four other divisions the teachers are encouraged to order class lots of texts through the divisional office and thus save 15% of the cost for the pupils. One division supplies texts at cost to high school students and rents them to pupils in grades below that level. Hence in the majority of the divisions text books are purchased at retail by the individual students.

(e) *School Lunch Program.*

Practice regarding school lunches varies from division to division. Twenty divisions supply equipment for the preparation of hot supplements to the lunch brought from home, and one division, Red Deer, has now provided a cook stove in all schools with the exception of a very few which could not accommodate one. Fourteen of the divisions contribute to some extent to the cost of the hot courses. Many other boards have not developed any policy regarding school lunches, leaving this matter entirely in the hands of the teacher and the local people. However, many schools in these latter divisions do have a hot supplement to their lunch provided entirely on local initiative. The extent of hot lunches varies from 20% to 95% coverage of the schools in various divisions.

The feeling is expressed that hot lunches are becoming more and more common and that it is no longer the exception. There is also a great increase in the number of thermos bottles being carried to school. The District Home Economists and the health nurses have been very helpful in the organizing of nutritious lunch programs. In nearly all centralized schools where Home Economics is offered the school lunch becomes a practical part of their program. The most valuable outside organization in assisting with lunch programs has been the Home and School Association. In some instances the Junior Red Cross in the school or the Womens' Institute have sponsored it. In the centralized school at Taber the board provided kitchen facilities and a church organization prepares and sells hot lunches to over one hundred and fifty students who come to school by bus. In a number of centres cafeterias are planned at dormitories to provide lunches to the out-of-town day students.

E.—INSPECTION AND SUPERVISION

1. Elementary Schools

(Consolidated by D. T. OVIATT)

One of the most important considerations during the past year for elementary schools has been the introduction of a new Program of Studies. This program has taken the form of a series of bulletins in order that more continuous attention may be given to the persistent curricular problems of the elementary grades. Bulletin II was placed in all schools by September 1st, 1947. It presented a complete re-organization of the Enterprise Activities, as well as an

outline of content material for Language, Reading, Arithmetic and Music.

This revision of the program has been generally well received by the teachers. The pattern of suggested activities outlined in Bulletin II is recognized as a major contribution toward the establishment of a greater degree of continuity and comprehension in the Enterprise program. Experienced teachers express general approval of the Scope-and-Sequence approach. Inexperienced teachers have found the outlines of particular value, especially those containing suggestions for helps in Science and Health. As teachers have more opportunity to become better acquainted with the new course, it is expected that a definite strengthening of Enterprise work will become apparent. The more specific guidance in Enterprise topics, as presented by the new course, throws into prominence the long-felt need for further attention to source and reference materials. With this pattern accepted on a provincial basis, the way is now cleared for the preparation of source units and other classroom helps that will find ready welcome by our teachers.

Instruction in the various subject fields appears, as a rule, to be making some improvement. The amelioration is most pronounced in the graded schools. Superintendents are in agreement, however, that the quality of work in many of our rural classrooms leaves much to be desired.

The results of the introduction of modern reading materials are becoming apparent, particularly in primary grades. At the upper levels of the elementary schools textbook shortages and the tendency to teach fewer reading techniques combine to produce less satisfactory results.

New authorizations in texts have stimulated the teaching in both language and arithmetic. There is a general tendency amongst superintendents to deplore the assign-supervise-check type of arithmetic teaching. More direct efforts at organized lessons on fundamental principles would contribute to greater understanding. Facility in the oral use of language appears to be superior to the standards of written work. The extensive use of workbooks meets with mixed reactions. While useful, perhaps invaluable in some classrooms, the workbook constitutes an undesirable influence when as in so many instances, it is over-used and abused. Penmanship skills vary widely. Standards in handwriting, art and music appear to fluctuate in direct relationship to the interests and special abilities of the individual teacher. The continued use of the Alberta school broadcasts has improved the music in many of our schools. Art is closely correlated with the Enterprise topics, but too often exhibits little originality or creative work. Physical training is at a low ebb, and there appears to be little hope for improvement until better facilities can be provided.

A special feature of the past year's work was the administration of a battery of Grade Six Survey Tests. These were distributed by the Department, and administered in the third week of March. All scoring was done by the Department and a summary of results was supplied to the superintendents at the end of the June term. The reception of this experiment has been highly encouraging. Superintendents are nearly unanimous in the opinion that the

testing has provided a stimulating, revealing experience for those teachers seriously seeking diagnostic and remedial suggestions. The widespread enthusiasm evoked by the survey would appear to justify some further exploration in this type of evaluation.

Generally speaking, the superintendents in the field, while not completely satisfied by the teaching procedures they have observed, nevertheless recognize that the teaching staff of our elementary classrooms are making a sincere, earnest effort to improve achievement in the academic and skill subjects and to implement a program of socialized experiences that will contribute to individual growth and sound citizenship. From many areas there came the observation that teachers are tending to rely unduly on procedures other than direct teacher instruction. In many instances, undoubtedly, this hesitancy to enter into direct teaching procedures results in a poor economy of teacher time and pupil effort. The proper balance between the direct lesson and the less formal practice of pupil research and report is, perhaps, a fine one, but teachers should be prepared to evaluate objectively their own classroom techniques in an effort to strike this happy medium.

2.—Intermediate Schools

(a) *Effectiveness of Instruction.*

1. *Examination Subjects.*—In the intermediate grades the examination subjects (English, Social Studies, Mathematics, General Science and Health) are being stressed by the teachers. Results vary. In graded schools the quality of instruction is generally commendable and the teachers are trying, through the medium of a wide range of experiences, to fulfill the aims of the course; in rural centres the general standard is not nearly so high. It is felt by many of the superintendents that there is too great an emphasis on the finding of facts only and that a contributing factor in this respect is the too extensive use of prepared manuals particularly in rural schools. Often memorization of this information is all that is required giving the pupils a streamlined course of facts only, and consequently the development of ability to find relative information and view points from other sources is being neglected. There is also a feeling that too many teachers have no technique of socialized instruction, that too little emphasis is being placed on experimental and practical work in the field of science, and that English as a creative art, receives very little stress. It is felt also that there is some improvement in the use of reference material and in discriminative reading, that many more teachers are getting away from the use of one textbook, but that there are still too many using the one-text method particularly in Social Studies.

2. *Optional Subjects.*—Treatment of the optional subjects (Art, Community Economics, Dramatics, General Shop, Home Economics, Music, Oral French, Typewriting) varies a great deal. In the majority of the graded schools and in those rural schools being taught by capable teachers the standard of instruction is good and the pupils benefit from a variety of experiences; in the other schools much of the work is superficial. The offering of optional subjects is too often conditioned by the preparation of the teachers, so that the pupils are given no choice in the matter and the subjects become merely non-examination subjects. Too often little

attempt is made to make Art, Community Economics and Music interesting and vital. In many classrooms the work in Art is very stereotyped and there is little development of appreciations and creative ability. Music is generally poorly handled where it is taken as a compulsory option and the teacher has no particular musical training or ability. Community Economics often becomes too factual but improvements are noted following recent revisions and more extensive publications by the Department. All options other than the three above-mentioned ones require special qualifications on the part of the teacher before they may be taught, and because of this, instruction is much more effective and popular with the students. It is regrettable that more well-qualified teachers of these interesting cultural and exploratory courses are not available to our schools.

3.—High Schools

(a) *High School Arrangements for Divisional Pupils.*

The divisions are becoming more and more cognizant of their responsibility in so far as the provision of high school facilities for their rural boys and girls is concerned. All but four divisions now provide this service in varying degrees in their own operated classrooms and a large number of them no longer depend on educating their high school students in non-divisional schools. This is in sharp contrast to the early days of the divisions, eight to ten years ago, when divisionally operated high schools were the exception rather than the rule. This change has been brought about by three factors mainly. Firstly, there has been a great increase in the number of inclusions of towns and villages in divisions within the last few years. Secondly, the policy of centralizing school facilities has led to much improved high school services. Thirdly, the teacher shortage has encouraged boards to centralize in towns, and many of these towns, because of building requirements, have sought entry into divisions so that financial assistance could be obtained in providing better centralized facilities.

Divisional boards are making provision for high school facilities by:

1. Providing more high school rooms at central points.
2. Instituting additional van service to take students to the central points. One division, Clover Bar, transports one bus load of high school students into a city high school in Edmonton.
3. Making tuition payments to students attending non-divisional high school. These vary from \$1.00 per credit, maximum \$35.00 to \$110 which is paid by the Calgary Division for their high school students attending school in the City of Calgary. Some divisions limit the payment to a set maximum or only make payment if their own facilities cannot accommodate the student. One division, feeling that its services are adequate, pays no tuition fees for attendance elsewhere.
4. Providing dormitory facilities which give inexpensive board at high school centres.
5. Payment of tuition for correspondence school courses.
6. Making boarding and/or transportation allowances to those who must board away from home to attend high school.

This varies from a low of \$3.00 per month to a high of \$18.00 per month. Fifty cents per pupil per school day is quite common.

Divisional trustees as a whole now feel that they have made commendable progress in equalizing educational opportunity for the rural high school child since the divisions were formed.

(b) *Prospects for the Future.*

From the reports of the divisional superintendents it would appear that prospects for the future are bright since nearly all divisions are formulating plans for improvement.

Three divisions are planning further inclusions within the next year.

New dormitories or increased dormitory facilities are being planned at eleven different points in the province. This comes from increasing public demand for the service.

Seventeen divisions are planning further centralization of high school facilities. Many plan to eliminate the one-room high school and transport the pupils by van to central points. Some of this must wait for road improvements.

The Coal Branch, Edson, High Prairie, Killam, Ponoka, Spirit River, Stony Plain, Vermilion, Westlock and Wetaskiwin Divisions are thinking in terms of expansion of curricula at present centralizations. The composite type of high school may emerge from some of these.

Five divisional boards are working toward expansion of high school facilities by negotiating tuition agreements with city boards and those of non-divisional town and village districts.

It is being realized that as centralizing continues to increase, particularly by means of extending school van transportation, more and more intermediate pupils tend to go into high school. Thus the hope of many educationists, to increase the number of students of high school age in attendance at school, will gradually be realized.

(c) *The Small High School.*

The reports indicate that there are about one hundred ninety small schools offering high school instruction in the divisions. About half of these are senior rooms of two or three-room schools offering Grades X-XII or IX-XI. The twenty-five schools where two teachers offer instruction in the three high school grades are also classed as small high schools.

It is agreed that effectiveness of instruction in the small high school is below standard. The two-teacher high school does fairly good work but instruction time is limited to eighty-five percent of standard requirements and there are limitations to curricula. The standard of instruction in the schools smaller than the above mentioned is often low and the curricula is limited almost entirely to the academic courses which do not appeal to many rural youths who plan to remain on farms. Because many find the courses unattractive they leave school at an early age. Generally speaking, the operation of the small high school is very costly per pupil for the services rendered, but they do provide some high school service close at hand to many who could not afford to go further afield for high school training.

Some further centralization in being planned to improve the services being given to these students. However, geographical factors in many areas militate against centralizing to the point where they can be eliminated. Hence many small high schools will continue to perform a useful service for some time.

It is quite generally felt amongst the superintendents that the scope of the one-teacher high school could be more limited and that Grade XII students should be directed to larger centres. It is also felt that the scope in two-teacher high schools and in rooms presently offering Grade X work along with intermediate work should not be further limited.

(d) *Larger Divisional High Schools.*

The larger divisional high school in comparison with the smaller high school provides much more effective instruction. This is due to a number of factors:

1. In addition to the compulsory subjects a much wider range of both academic and general elective subjects are offered.
2. In these schools full instructional time per subject can be given.
3. Better teachers are attracted to and more easily held in these schools due to the narrower range of subjects taught by each teacher.
4. A higher degree of specialization on the part of teachers is possible.
5. In many of these schools vocational electives are being offered.

One of these larger divisional schools, the Central Alberta Composite High School offers a wider range of subjects than other high schools in the province, and in its first year of operation has not only attracted a large number of Alberta students from distant parts of the province but also has a few from Saskatchewan and two from British Columbia. It is the most effective type of school set up in the province to date.

Three schools, Cardston, Athabasca and Red Deer are now offering the new agricultural courses in Animal Husbandry and Plant Science. The practical work which the students do in these courses is very valuable especially in an agricultural province such as this. The St. Mary's River Division plans to offer the agricultural courses at a centre other than Cardston in the fall of 1948, and reports indicate that it will be offered in the not too distant future at the following centres: High Prairie, Ponoka, Sedgwick, Smoky Lake, Stony Plain, Taber, Rimbey and Westlock.

In all these schools it is expected that a wider range of vocational electives will become possible as they grow in size and as more specialized teachers become available. It is possible that a number of these schools will develop into composite high schools in the course of the next few years. When they do it will probably come as the result of co-operation of three or four adjacent divisions.

(e) *Factors Affecting High School Service.*

Almost all factors reported under this heading were ones which affect high school service adversely. The more important are listed below:

1. Many parents are not yet educated to realize the value of a high school education for their children.
2. A large part of the general public does not yet approve of increasing taxation to an extent which would allow improved high school facilities.
3. The lack of suitable boarding places either in private homes or in dormitories.
4. Transportation difficulties in so far as school-van routes are concerned, due to many poor roads, adverse weather conditions, and the high cost of proper vehicles.
5. The sparseness of population in many divisions.
6. Civic pride which prompts communities to cling to their small local high schools.
7. High wages paid to young people often entice them away from school before they would otherwise leave it.
8. The narrow curriculum in some schools does not meet the needs of many prospective high school students.
9. The lack of building facilities to provide a wider program and the present high costs of construction.
10. The geography of some divisions does not lend itself to the establishment of one good high school centre.

4.—Conventions, Institutes, Teachers' Meetings

(a) *The Major Convention.*

The majority of the superintendents expressed dissatisfaction with the major conventions. The minority were those whose teachers participated in small conventions. It is generally felt that the conventions attended by teachers of two or more inspectorates are too unwieldily for best teacher-improvement results. About half of the superintendents report that they did not have enough time to discuss problems with their teachers. The large convention appears to be of value for the improvement of morale and professional outlook, but of little value in dealing with teaching problems. Opinion is divided as to whether or not it is justified on its inspirational grounds. It is considered by some that the convention seemed more a meeting of teachers to forward Alberta Teachers' Association business, than to improve education in our schools. Attendance at the convention from seven of the inspectorates was poor due partly to the distance to be travelled to the larger centre, the absentees being largely rural teachers who, had they attended, would probably have received more benefit than did the town teachers.

(b) *Other Teachers' Gatherings.*

With the decline in popularity of the major conventions has come an increasing use of other types of teachers' gatherings. Teachers' Institutes were held in twenty-four divisions during 1947. In some of these divisions the smaller sub-divisional groups met. The superintendents generally feel that the small institutes really come to grips with teaching problems and accomplish worthwhile work. In addition to these institutes there were twenty-one principals' and high school teachers' associations in operation. Their meetings were valuable for the discussion of high school problems,

principal's duties and supervision in the school. In a number of divisions the A.T.A. sub-local and local meetings provided opportunity for direction in classroom matters from the superintendent. In nine divisions meetings of supervisors of correspondence school centres were held in late August or early September for instruction regarding the supervision of correspondence work in the school and in classroom management. The Drumheller Division held a school achievement day late in the spring term which proved valuable for in-service teacher-training. The displays of work from the whole area were helpful especially to the beginning teacher.

5.—Auxiliary Supervisory Procedures

The following means are being employed to improve the quality of instruction in Alberta classrooms:

1. Short supervisory visits to the schools early in the term or following a change of teachers.
2. Regular and special bulletins to teachers.
3. Personal interviews and letters dealing with particular problems.
4. Full or part-time travelling teachers are now employed by a number of divisions for supervision of correspondence school centres, to help the inexperienced teacher, and to prepare material for special bulletins, outlines, etc.
5. Directed teacher inter-visitation. The work of experienced, competent teachers is often observed for a half or full day.
6. Staff members of the Faculty of Education, University of Alberta, visited schools with the superintendents of many of the divisions for one or two weeks during May.
7. Enterprise outlines and record sheets for guidance.
8. Testing programs of various sorts.
9. Professional library, books and magazines, at the divisional centre for the use of teachers.

6.—Discipline and Control

In most of our schools this is not considered to be a difficult problem; in the majority it is easy and informal rather than traditional and authoritarian. In schools where discipline and control are not good it can be attributed to one or more of the following causes.

1. Irregularity of school operation due to teacher shortage.
2. Immaturity of some teachers.
3. Poor classroom personalities of some teachers.
4. The failure to understand children.
5. The failure to make school appeal to the child through mastery of subject matter, planning work adequately and thoughtful motivation.
6. The failure to supervise recess and noon-hour activities.
7. The lack of home co-operation with the school.

In general more difficulty is experienced in correspondence school centres than in teacher-operated schools.

F.—INCLUSIONS OF TOWNS AND VILLAGES

Reports from the superintendents show that in twenty-two divisions further inclusions are both indicated and desirable. In eight divisions further inclusions would be desirable but are not probable for some time. Some of these are separate school districts lying entirely within towns or village districts. In eight divisions all districts within the bounds of the inspectorate are included as at December 31st, 1947, and in two divisions the number of inclusions has reached the maximum point of desirability. The reports also indicate that Fairview and Rocky Mountain House Districts will become part of their respective divisions on January 1st, 1948, and that during the coming year ten other inclusions are indicated and very probable.

G.—MISCELLANEOUS

(a) *Other Significant Developments in the Inspectorate Not Otherwise Covered.*

1. More boards are realizing the necessity for long-range planning.
2. There is growing co-operation between some divisional boards and the municipal district councils. One of the best examples is that at Lamont.
3. The formation of an increasing number of Local Trustees Associations in divisions is a movement beneficial to educational thinking.
4. There is a growing interest in Home and School Associations.
5. There is an increasing use of Audio-Visual Aids in the schools.
6. Increasing rural electrification is leading to better lighting in rural schools and the greater use of Audio-Visual Aids.
7. There has been a revival of School Festivals and Sports Days in some areas.
8. One division, Athabasca, has hired a music supervisor for part of its schools.

(b) *Serious Problems Not Otherwise Covered.*

The more serious ones are listed below:

1. The matter of obtaining sufficient funds for contemplated expansion or replacement of school buildings is the most serious concern of many divisions. A few of the divisions and districts are in an unsound financial position and yet require more school buildings.
2. Emphasis on sub-divisional rather than divisional administration in some divisions leads often to financial difficulties and erratic divisional policies.
3. The provision of suitable school buses to replace those condemned by the Highway Traffic Board is a difficult problem in a number of divisions.

REPORT OF INSPECTORS OF HIGH SCHOOLS

(Consolidated by H. C. SWEET, Inspector of High Schools)

The number of operating high school class rooms in the province again shows a substantial increase, from a total of 939 in the previous school year to a total of 1,008 in the second term of 1947. These totals include secondary classrooms in private schools, which show a slight decrease in number, from 83 in 1946 to 80 in the December term, 1947. The number of one-room high schools shows no increase in the past two years. The number of classrooms in two-room high schools has decreased by 12, while there has been an increase of 18 operating classrooms in the three-room high schools. In centres outside of the cities, in which high schools of four or more rooms are operated, the number of additional rooms or departments showed, in the December term of 1947, an increase of 32 when compared with the total for schools in this group in the previous school year. Slightly more than half of the increase in the total number of high school classrooms is to be accounted for by those which were added in the city high schools at the first of September, 1947. Among these were the new departments opened in the Red Deer Composite High School, which now has a staff of 23 teachers.

The number of classrooms under the jurisdiction of the high school inspectors, with the corresponding figures for 1946, is made up as follows:

	Rooms	
	1946	1947
(a) Edmonton, Calgary, Lethbridge, Medicine Hat and Red Deer	287	321
(b) Other centres, schools of:		
One room	103	103
Two rooms	190	178
Three rooms	105	123
Four or more rooms	171	203
(c) Private secondary schools	83	80
Total	939	1008

The number of classroom inspections made, during the year, by the high school inspectors was 606. A general report, in addition to the individual teachers' reports, covering the accommodation, equipment and organization of each school, is made following the visits to the schools. Copies of the reports are sent to the Boards of Trustees, to the teacher or principal, and to the Department of Education. During the early part of the December term, the high school inspectors review the programmes of subjects which are to be taught during the school year in each of the schools, and the time schedules, with a view to having these in accordance with the High School Regulations of the Department. Many other duties have a claim on the time of the high school inspectors, these including correspondence with principals and teachers, attendance at committee meetings incidental to the improvement of the course-outlines, examination work, special visits to schools or districts and attendance at conventions. The distribution of the time of the three high school inspectors who were engaged in this work in the June term of 1947, and of the four who were similarly occupied in the December term, is shown as follows:

AVERAGE TIME SPENT IN DIFFERENT TYPES OF DUTIES

	Average No. days
Inspection	86
Investigation and meetings in School Districts	4
Travelling	18
Reports and correspondence	59
Clerical and other work in connection with authorization of high school programmes	26
Examinations	34
Post-graduate studies	6
Special duties assigned by the Department	7
Committee meetings	13
Conventions	8
or regulations	6

TABLE OF MILEAGE OF HIGH SCHOOL INSPECTORS

(a) By train or bus	16,837
(b) By own cars	13,053
(c) By other means, including with other inspectors	2,598
Total miles	<u>32,488</u>

Equipment, Accommodation and Organization of High Schools.

It may be said, in general, of the non-urban high schools, that those operated by the School Divisions are better stocked with books than are the independent schools. This arises chiefly from the fact that a definite budget policy for library book purchases has been adopted. The superintendent, in a division, is more likely to press for substantial additions than is the principal of a school. Provision for adding books for supplementary reading from the English lists, is very frequently made through the collection of a library fee from the students, in place of requiring each of them to purchase a copy of a needed textbook. The fund so obtained is used to purchase a number of different books for the classroom library; these usually remain in the library after the class which has made the purchase has been promoted. It is now the established custom for library provision of reference reading (books and periodicals), for Social Studies and kindred subjects at least, to be quite extensive in each school. Many schools still lack a room specially fitted for library-study purposes, for group or committee work, though recommendations that there should be such departments are made frequently.

In many schools the equipment for classwork and experimentation by students in laboratory periods in Science appears to be better than the accommodation. Particularly for Chemistry, the amounts of apparatus and supplies are usually adequate. Some improvements have been made in the laboratories, although the smaller schools still lack, frequently, essential Physics and Biology laboratory items and materials. The minimum lists of equipment for Science continue to set the standard for most of the schools of moderate size. A few such schools have adopted the commendable practice of adding one new piece of equipment each year in addition to replacements.

There is a steady increase in the installations of audio-visual equipment in the high schools. What was formerly regarded as incidental and supplemental is now rapidly achieving the status of standard equipment. The number of high schools which have film-slide or sound motion-picture projectors shows a substantial increase. The usefulness, educationally, of such equipment is definitely increasing, through the availability of films adapted to interpretation and enrichment of the courses in Music, Dramatics,

Science, Social Studies and other subjects, from the Audio-Visual Education Branch of the Department of Education. Boards of Trustees are willing, usually, to purchase radios for classroom use or projectors for school use, or to assist to the extent of half of the cost. Substantial improvements in provision of new equipment, in the furnishing of special rooms or departments, in classroom furnishings and in installation of incandescent or fluorescent lighting fixtures in classrooms are being made continually; improvements of this type are especially noted in the centralized high schools of moderate size which are now operating under the management of the Boards of School Divisions. Though artificial lighting is being improved in many schools, much more will have to be done along these lines. It is encouraging to notice that the majority of Boards are realizing the need for good study conditions.

With the number of students enrolled in the high schools generally showing a substantial increase, and with this increase becoming most manifest in the high schools of four rooms or more, the need for construction of new school buildings or additions to existing buildings is being felt in centres in all parts of the Province. In Edmonton, a new Composite High School building has been under construction during the year. Examples of new school buildings erected in smaller centres are to be found at Edberg, Glendon, Kingman, Mayerthorpe and Smoky Lake. Substantial additions to school buildings have been made at Athabasca, Brooks, Foremost, Leduc and Rimbey. In the Fairview, Lac St. Anne and Stony Plain School Divisions, the Boards of Trustees proposed substantial building programmes, including the provision of new buildings or classrooms for high school grades, but the debenture by-laws did not secure the necessary favorable votes when submitted to the ratepayers. Present high building costs have the effect of delaying decisions to erect needed new schools. Definite progress has been made with the plan that a large new school building should be erected at Lacombe, and among other centres at which steps are being taken toward improvement of school facilities by new building for high school purposes or to include new high school departments are Forestburg, Grande Prairie, Hythe, Radway, Taber and the St. Mary's River School Division. There are many schools, built forty-five or forty years ago, which are now crowded and becoming obsolete. In many instances these schools were not planned to provide special rooms for typewriting, shop-work, home economics, or library study. In order to make provision for special departments it has been found necessary to utilize cloakrooms, basements, hallways, office space and one-room buildings separate from main school buildings. It appears that a comprehensive building programme will be necessary in the next few years. The time is at hand when the School Buildings Branch of the Department will have a real opportunity to assist the Boards in planning the construction of buildings which will meet the requirements of a modern high school programme.

At the first of the new school year, in September, the 1947-48 High School Regulations included notices of text book changes which included those referring to a new poetry book for English 1, new reference books for the Consumer Education units of the

Social Studies courses, "Health for You"—a new book for the Health Education course, a revised listing of books for General Mathematics, a new text book in Trigonometry and Analytical Geometry, and a revision of the listed books in French. A special Bulletin was issued by the Department to assist the teachers with the new sections of Social Studies courses on Consumer Education. New outlines of Commercial courses and of the course in Vocations and Guidance were supplied to the schools.

The pattern of school organization is, in general, determined not so much by the diversification of programme possible under the regulations of the Department as by the size of the school. The matriculation courses continue to set the pattern of the programmes for the majority of high school students. With the increase in number of rooms and departments most evident in the larger and centralized high schools, the opportunities for the students to diversify their programmes are becoming more general. The organization of the Red Deer Composite High School is a development of great interest and significance this year. The enrolment increased from a total of 310 students in the previous year to a total of 473 in the first year (1947-48) in which the new plan has been in effect. Additional subject-offerings made possible by the new organization include Woodwork 1, Metalwork 1, Electricity 1, Automotive 1, Fabrics and Dressmaking 1, Homemaking 1, Plant Science 1 and Animal Science 1. The second units of these vocational preparatory courses will be available in the second year of operation of this school on the composite plan.

Qualifications of Teachers.

The following table shows the qualifications of the high school teachers in the publicly-supported schools, with the corresponding number of teachers in each group for the previous year:

NON-URBAN		1946-47	1947-48
Teachers holding:			
1. Bachelor's or higher degree:			
(a) With High School Teacher's Certificate		118	163
(b) With Academic or First Class Certificate		144	153
2. First Class Certificate without degree		221	213
3. Senior High School Certificate without degree		2	9
4. Junior High School Certificate		21	19
5. Elementary and Intermediate school certificate		54	48
6. Second Class Certificate or Letter of Authority		9	2
Totals		569	607
EDMONTON, CALGARY, LETHBRIDGE, MEDICINE HAT, RED DEER			
Teachers holding:			
1. Bachelor's or higher degree:			
(a) With High School Teacher's Certificate		54	65
(b) With Academic or First Class Certificate		187	197
2. First Class Certificate without degree		24	38
3. Vocational Certificate		10	10
4. Junior High School Certificate		4	
5. Elementary and Intermediate School Certificate		7	9
6. Second Class Certificate or Letter of Authority (Grades IX, X)		1	2
Totals		287	321
Totals, Non-Urban and Urban		856	928

Choice of Subjects in Non-Urban High Schools.

At the first of the school year 1944-45, the recommendation was made by the Department of Education to the principals of the high schools that the choice of Academic Elective units for that year for the first and second high school years should include

Algebra 1 and Chemistry 1. In the following year the choice of Geometry 1 and Physics 1 was made in the majority of schools of small and intermediate size. In 1946-47, of these four units the prevailing choices were again Algebra 1 and Chemistry 1. The choices this year are shown below. The plan for fairly uniform alternation of these units has a value in conserving teaching time. The transfer of students from school to school at the first of their year in Grade XI is facilitated. Or, if a student leaves one school to attend another at any time within his second year in high school, he now almost always finds a place in a class in the mathematical or science elective which he has begun in the first school attended.

CHOICES OF ACADEMIC ELECTIVES IN NON-URBAN HIGH SCHOOLS

No. of schools offering, in school year 1947-48:

Algebra 1	74	Chemistry 1	66
Geometry 1	253	Physics 1	247
French 1	211	Latin 1	36
French 2	177	Latin 2	35
French 3	129	Latin 3	17

The numbers of classes in the following General Elective units show increases when compared with the record for the previous school year: Typewriting 1a, Art 1, Music 1, Home Economics 1, Health 2, Psychology 1, Economics 1, Farm & Home Mechanics 3.

The table below shows the numbers of high schools, outside of the cities in which the general electives are offered during the present school year:

Bookkeeping 1a	77	Physical Education 2	8
Stenography 1a	8	Health 2	47
Typewriting 1a	128	Art 2	
Art 1	108	Music 2	9
Music	75	Dramatics 2	3
Dramatics 1	53	General Mathematics 2	5
General Mathematics 1	89	General Science 2	
General Mathematics 1a	86	Farm & Home Mechanics 2	50
General Science 1	10	Home Economics 2	50
Biology 1	132	Law 1	35
Geology 1	123	Psychology 1	111
Farm & Home Mechanics 1	83	Sociology 1	68
Home Economics 1	82	Survey of Eng. Literature	50
Drafting 1	3	Economics 1	33
Needlework 1	17	Creative Writing 1	5
Vocations and Guidance	90	Farm & Home Mechanics 3	8
Drafting 2	1		

The number of classes in Technical Elective units, in schools outside of the cities is gradually increasing. These are now as follows:

Woodwork 1	1	Woodwork 2	1
Woodwork 1a	9	Woodwork 2a	6
Electricity 1a	1	Woodwork 3a	1
Metalwork 1a	1	Arts and Crafts	1
Automotives 1	1	Animal Science 1	2
Automotives 1a	1	Plant Science 1	2

The number of schools (including city high schools) in which the Group B Commercial Electives are being taught in the school year 1947-48 are as follows:

Bookkeeping 1	15	Typewriting 2	19
Stenography 1	16	Office Practice 1	9
Typewriting 1	22	Bookkeeping 3	1
Bookkeeping 2	9	Secretarial Training	5
Stenography 2	11	Office Practice 2	5
Business Machines	1		

The number of high schools in which Farm and Home Mechanics 1, Farm and Home Mechanics 2, Farm and Home Mechanics 3, or more than one of these units (outside of cities) is taught is 80.

The number of high schools in which one or more units of Home Economics are taught is 81.

Supervision and Quality of Instruction: Conventions.

There is evidence to show that the quality of instruction and the results of instruction with the students are improving. There has been an encouraging increase in the number of beginning teachers who have qualified for the Senior High School Diploma, the degree of Bachelor of Education and the High School Teachers' Certificate. The number holding the Junior High School Certificate shows a slight increase. The number of teachers holding First Class certificates without University degrees shows a slight decrease each year. Each year some of the teachers with this qualification leave the profession, though a few who have had this standing secure higher standing each summer and at the end of the year are included in the group now holding High School Teachers' Certificates. There are few with the First Class certificate who do not attend a University Summer Session. However, there is a group who are giving instruction in one or more subjects beyond their general certification; the number in this group is decreasing. Replacing high school teachers who give up their positions during the school year continues to involve difficulty, in view of the general shortage of teachers in Alberta. The regularity of attendance of students in the high schools, in the June term of 1947, showed an improvement over that of the previous year. When the principals' reports were reviewed in July, 1947 attendance totals were found to have improved considerably, with the result that disallowances of recommended promotions in particular subjects, based on insufficient attendance, were substantially less than in the previous year, even though the attendance requirement for promotion of a student in a full programme of subjects was placed slightly higher than for the previous year. The stated minimum attendance requirement for a student, for full promotion in recommended subjects, is now placed at 160 days during the school year, in place of the 150-day requirement previously stated in the High School Regulations.

The Alberta high school programme in English is based on the principle that every teacher is a teacher of English. Such a plan is sound, but it requires the co-operation of all members of a staff. Consequently, a recent bulletin on English outlined, in detail, a variety of ways in which the staff can reach an agreement on the division of responsibility in teaching English usage. This illustrates an area in which a principal can use his supervisory functions to good advantage. English teachers seem to feel that the entire responsibility for instruction in English usage becomes theirs eventually, and consequently they ask for more instruction time.

The high school Social Studies courses provide for an integrated study of history (reduced in extent in recent year), geography, and current problems and events. In addition, the most significant educational area for studies which have as their objective the strengthening of the bonds of Canadian national unity is undoubtedly that of Social Studies. The revised Alberta high school course-outlines for Social Studies now include an abundance of suggestions, some prescriptive and some optional, for the study of Canadian geography, History and citizenship. The teachers of Social Studies have had the advantage of a careful listing and explanation of "activities involved in Social Studies" in the High School Bulletin.

tin in which the courses are outlined, and of the extensive material on particular sections of the courses which is made available to them and to their classes in the "Classroom Bulletins on Social Studies," four of which were furnished by the Department of Education during 1947. In general, explanatory lesson work is well supplemented by investigative reading, and assignment work guided by the teacher and preparatory to students' participation in programme-periods or class discussion. One of the real problems in Social Studies is that of assisting teachers to develop criteria for the continuous evaluation of pupils' achievement and understanding. The participatory process is not in itself a thing of excellence; it is a means of developing qualities, attitudes, and habits of critical thinking.

For classes in General Mathematics in the first high-school year, three books were selected, along with a manual of exercises for use in the present school year. These were "A Mathematics Refresher," "Commercial Arithmetic," and "New Vocational Mathematics." The teachers who are using these books have reported favorably, though there seems to be a need for other references to meet individual students' requirements. The reception of the new textbook, "Plane Trigonometry and Analytical Geometry", by Sprague, has been definitely favorable.

The course in General Science 1 is now seldom offered. The course in General Science 2 is not offered in non-urban schools. A reason for the non-selection of these courses is that there are no specified textbooks. Economy of teaching time is more easily effected if the lesson material is found under a single title of which all pupils have a copy. The courses in Biology and Geology are free from the objection noted above, and, moreover, they meet the requirement of the group of students who have been promoted from Grade IX with "C" standing, who wish to re-enter the academic field with less expenditure of time than is required for General Science. It is a fact that many of the teachers offering instruction in these courses have not had the benefit of previous training in field work or in the laboratory techniques of Biology. For this reason, pupils' experiences are not always as meaningful and functional as it is possible to make them. The courses in Physics and Chemistry appear to be generally satisfactory. There are sporadic complaints concerning inaccuracies in the authorized textbook for Physics, but most teachers agree that the book has many admirable features which more than compensate for errors. In the laboratory, the practice of performing experiments for the purpose of verifying some well-known principle still predominates. This is defensible laboratory practice, but, as laboratories become better equipped, it is conceivable and desirable that pupils will be encouraged to discover relationships and principles to a greater extent than now is often the case.

There has been widespread satisfaction following the introduction of the textbook "Health For You" (Health 1), particularly in the non-urban schools. The use of the single text has not obviated the introduction of reference material; it has served to give this purpose and direction. Through the co-operation of the Dominion and Provincial Health Departments, statistical and descriptive data were placed in all schools offering the course in Health 2.

The lack, in many schools, of properly equipped gymnasiums is a deterrent to reaching the objectives set for the courses in Physical Education. Where good or reasonably good facilities for Physical Education exist, they are accepted with enthusiasm and with manifest benefit to the pupils.

There is no field of instruction or administration which is the object of so much attention at the present time as is the field of Guidance in high schools. The school principals, particularly in two- and three-room high schools are anxious to receive direction and assistance in this programme. Guidance may be divided roughly into three closely inter-related areas—(1) records and research, (2) individual counselling, and (3) group-guidance and orientation. The principals have seized upon the first and most easily understood area, that of keeping records, but, having initiated this step, are faced with a fundamental difficulty in the small school—a programme too limited to provide for effective “follow-up” procedures. It may often be that pupil-interest, preference and aptitude coincide in certain well-defined non-academic fields, but the academic studies are the only ones available in the school. This problem does not exist to the same degree in the urban schools. A good body of information and a system of techniques is developing in the latter. With the establishment of the new position of Supervisor of Guidance, the high school teachers anticipate more up-to-date occupational information, useful tests and actual assistance in establishing effective guidance services within the schools. The Supervisor of Guidance, Mr. A. A. Aldridge, has been in constant demand at conventions, and, in addition, has taken part in programmes of Teachers’ Institutes held in several of the school divisions.

A small increase is to be recorded in the number of students who have the opportunity to include Latin among their options. This subject is studied mainly for matriculation purposes. In the larger high schools the results in Latin are more satisfactory than in the smaller schools. In many of the classes in French, conversational ability is now taken as a main aim for development, with commendable results, with reading comprehension and mastery of vocabulary and grammar sought for and achieved with from reasonable to excellent success.

The Commercial subjects serve three purposes: firstly, they have an exploratory value and enable the student, without interrupting his general education, to find out whether he has an ability in, and a taste for, any of the courses in this group; secondly, many young people take these courses for their personal-use value; and, finally, in schools which have the qualified staff members and the necessary equipment, vocational courses are offered that train the students for office positions. In these schools, the time spent by a student on Commercial units is limited in the first and second high school years to three-sevenths of the school day; the balance of his time is spent in work in the compulsory and other optional subjects. At present a committee from the teachers of Commercial subjects is studying certain modifications which may be made in the courses. A new edition of “20th Century Bookkeeping” became available at the first of the 1947-48 school year; a need is felt for a shorter book, one more directly aimed to meet the needs

of the members of the classes in Bookkeeping 1a, often selected as an option in schools of small or moderate size.

The number of teachers who have the necessary special certificate for teaching Music in the high school shows a moderate increase. Where there are classes in Music 1, the course is usually interpreted with decidedly good results, with the time of the classes carefully divided among choral singing, elementary theory, ear-training and sight-singing, and music appreciation. The number of schools in which it is found possible to include Music 2, Art 2, or Dramatics 2 in the programme is, unfortunately, very small.

Art 1 is an option frequently selected. In most cases this course is interpreted in a practical and interesting manner. The schools where Dramatics is included among the options chosen usually have teachers who are well prepared for this study; they provide the students with valuable leadership. Usually the students give one or more public performances of a play or group of plays. In some cases literary, artistic and elocutionary values are well developed through the Dramatics activities.

The objectives of the course in Law 1 are commendable, but the subject does not enjoy widespread popularity. A complaint commonly made by teachers is that there is a lack of good illustrative material in the text. Several classes have made good use of the supplementary textbook "Business Fundamentals". Psychology and Sociology continue in favor as second-year options. The new textbook, "Introductory Psychology", by Averill, has given definiteness to the work of many of the classes.

The fall conventions of teachers are arranged by the Alberta Teachers' Association with a regular succession of dates. This makes attendance by the high school inspectors at most, if not all, of the conventions in their respective areas quite feasible. Each of the conventions in 1947 followed a pattern which included:

Addresses to the general meeting by (a) visiting educators, (b) officials of the Department of Education, (c) members of the staff of the Faculty of Education, University of Alberta. Sectional meetings—Elementary teachers, Intermediate teachers, High School teachers, staffs of School Divisions.

At these conventions the high school inspectors, by invitation, had the opportunity of taking part in the programmes of the general meetings in some cases, and in the programmes of the high school sections in all cases. It is felt that the programmes were definitely of practical value to the teachers in these meetings. One suggestion which has been made is that there could well be a part of each convention that is conducted by the teachers themselves, in a manner designed to bring the majority of teachers into the discussion.

Private Secondary Schools.

In twelve private schools, which are operated in almost every instance by religious denominations or organizations, high school work is being done under authorization and approval of the Department of Education. The authorities of these schools have shown themselves ready to adopt the Alberta High School courses. In a number, all of the teachers hold standing which would permit them to teach in other Alberta High Schools. In the cases of

other staff members, their qualifications have been evaluated by the Department of Education and they are being required and encouraged to attend summer school sessions to secure credits toward Alberta certification.

The qualifications of teachers in these schools are as follows:

Teachers with University Degree and valid Alberta Certificate	33
Alberta certificate without degree	23
Degree, but no Alberta certificate	15
Academic and professional standing, but no Alberta certificate	9
	80

In each of these schools, the compulsory subjects for the grades taught are included in the programmes. Numbers of classes in other high school units are as follows:

Algebra 1	11	Biology 1	10
Geometry 1	12	Geology 1	5
Chemistry 1	11	Home Economics 1	3
Physics 1	11	Vocations & Guidance	10
French 1	10	Physical Education 2	3
Latin 1	9	Health 2	2
French 2	10	Music 2	2
Latin 2	10	Home Economics 2	2
French 3	11	Law 1	2
Latin 3	8	Psychology 1	2
German 1	2	Sociology 1	6
German 2	1	Survey of Eng. Lit.	7
German 3	1	Economics 1	2
Bookkeeping 1a	5	Creative Writing 1	1
Stenography 1a	1	Bookkeeping 1	2
Typewriting 1a	6	Typewriting 1	3
Art 1	7	Bookkeeping 2	1
Music 1	5	Typewriting 2	1
Dramatics 1	2	Office Practice 1	1
General Mathematics 1	3	General Mathematics	3

REPORT OF THE CURRICULUM BRANCH

(MORRISON L. WATTS, *Director*; A. B. EVENSON, *Associate Director*)

The Curriculum Branch has under its direction Curriculum Committees, Teachers' Service Bureau, Guidance Branch, Audio-Visual Aids Branch, School Broadcasts and Examinations Branch and, also, maintains liaison with the Alberta Federation of Home and School Associations and Adult Education.

A.—MAJOR CURRICULUM COMMITTEES

1. *General Curriculum Committee.*

The members of this committee are:

Director of Curriculum, Mr. M. L. Watts (Chairman).

Associate Director of Curriculum, Mr. A. B. Evenson (Secretary).

Chief Superintendent of Schools, Mr. W. E. Frame.

Director of School Administration, Mr. H. E. Balfour.

Director of the Correspondence School Branch, Mr. G. F. Bruce.

Supervisor of Industrial Arts, Mr. A. P. Tingley.

Supervisor of Guidance, Mr. A. A. Aldridge.

Supervisor of Teachers' Service Bureau, Mr. D. T. Oviatt.

Dean, Faculty of Education, Dr. M. E. Lazerte.

Representative of the University of Alberta (from some faculty other than the Faculty of Education), Dr. D. M. Healy.

Representative of the Faculty of Education interested in the field of elementary education, Miss Olive Fisher

Representative of the Faculty of Education interested in the field of secondary education, Dr. H. E. Smith.

Vice-Chairman of the Elementary School Curriculum Committee, Mr. L. B. Yule.

Vice-Chairman of the Intermediate School Curriculum Committee, Mr. T. C. Byrne.

Vice-Chairman of the High School Curriculum Committee, Mr. H. C. Sweet.

Vice-Chairman of the Radio Committee, Mr. E. M. Erickson.

Vice-Chairman of the Audio-Visual Committee, Dr. J. W. Gilles.

Superintendent of Schools for the city of Calgary, Dr. F. G. Buchanan.

Superintendent of Schools for the city of Edmonton, Mr. R. S. Sheppard.

Representative of Alberta Teachers' Association, Mr. E. C. Ansley.

Representative of the Alberta Federation of Home and School Associations, Mrs. F. A. Elves.

Representative of the Alberta Adult Education Association, Mr. E. E. Hyde.

Representative of the Alberta Trustees' Association, Mr. H. E. Spencer.

Non-urban teacher appointed by the Department of Education, Mr. H. F. Chittick.

During the year, meetings of the above committee were held on May 30th and November 28th. Regular reports from major curriculum committees were received and discussed. Matters of educational policy which received careful consideration by the General Curriculum Committee are shown by the following motions passed at these meetings:

May 30th.

1. "That in the event of parents requesting admittance on the opening of the fall term for beginners whose sixth birthdays fall after September 1st and before the following December 31st, they be admitted providing there is accommodation in the school and providing the Superintendent considers them sufficiently developed to enter the beginners class."
2. "That this committee recommend to the Minister that the Department take steps to implement the organization of kindergartens in any school system in the province where there is a need."
3. "That we recommend to the Minister that the Faculty of Education be asked to provide at a date as early as possible one or more regular kindergarten classes in the University Demonstration schools."

November 28th.

1. "That increased attention be given to the provision of teacher training in the use of Audio-Visual Aids."
2. "That Curriculum Councils be set up, through the Superintendents, at appropriate centres, to study local and other curriculum problems."
3. "That no credits for cadet work be given to high school students after September 1, 1949."

4. "That the Minister be requested to appoint a small committee to study the advisability of providing an option in the High School Programme on automobile driving."

2. *High School Curriculum Committee.*

The members of this committee are:

- Mr. M. L. Watts, Director of Curriculum (Chairman).
- Mr. A. B. Evenson, Associate Director of Curriculum (Secretary).
- Mr. H. C. Sweet, Inspector of High Schools (Vice-Chairman).
- Mr. R. Warren, Inspector of High Schools.
- Mr. C. B. Johnson, Inspector of High Schools.
- Mr. A. W. Reeves, Inspector of High Schools.
- Mr. F. L. Woodman, Principal of Western Canada High School.
- Mr. H. T. Sparby, Representative of the Faculty of Education.
- Mr. A. P. Tingley, Supervisor of Industrial Arts.
- Mr. R. V. McCullough, Superintendent of Schools.
- Mr. A. A. Aldridge, Supervisor of Guidance.
- Mr. D. T. Oviatt, Supervisor, Teachers' Service Bureau.
- Mr. R. L. Whitney, Representative of the Alberta Teachers' Association.

The first meeting of this committee in 1947 was held on May 8, 9 and 10, and the second meeting on November 3 and 4. The major concern of this committee has been with revisions of the High School Regulations and courses. The following brief summary will give a clear indication of the accomplishments of this committee:

(a) *High School Regulations:*

Generally speaking, these Regulations remain much the same as they were in 1946. The following summary will indicate the changes that have been effected during the past year:

1. *Attendance Requirements:* The minimum attendance requirement for Grades X, XI and XII has been changed from 150 to 160 days. That is to say, regular high school students are unable to obtain credit in a full programme of high school subjects unless they have taken classroom instruction during a period of at least 160 days.
2. *Restrictions on Students with "C" Standing:* A student who obtains "C" standing on the Grade IX examinations, who secures "A" or "H" in Grade IX Mathematics is hereafter not restricted in Mathematics in Grade X. This rule applies also to Science and English.

(b) *Major Changes in Course Outlines and Texts:*

1. *Social Studies:* The High School Curriculum Committee gave special attention to the desirability of including something definite on the programme with respect to Consumer Education. Rather than having a separate course on Consumer Education, it was decided to include it in the regular social studies courses. In Social Studies 1, the unit changes in Agriculture was omitted and replaced by a unit on Consumer Education. A complete outline for this Consumer Education unit is found in Classroom Bulletin on Social Studies, No. 12. However,

the existing unit on Consumer Education in Social Studies 2 was made compulsory and was revised in view of more modern trends and thinking. This revision is also found in Classroom Bulletin on Social Studies No. 12, and in the special bulletin on Consumer Education prepared for Teachers by the Department.

2. *General Mathematics*: Following a decision that textbook listings should be more definite for students of General Mathematics, a special sub-committee was set up to study and investigate the matter of suitable student textbooks. As a result of the deliberations and recommendations of this sub-committee, the High School Curriculum Committee authorized definite student textbooks for Mathematics 1 and 1a which are now listed in the new book lists and Course of Studies.
3. *Trigonometry and Analytical Geometry*: During the year, a new text, Plane Trigonometry and Analytical Geometry by Sprague was selected and revised. This new textbook is now in use in all Alberta high schools.
4. *Other Subjects*: Some minor changes in course outlines and textbook listings were effected in English, Health, French and Law.

(c) *Vocational Agriculture.*

Two new subjects have been added to the High School Programme. These are known as Animal Science 1 and Plant Science 1. They are classified as Vocational Electives (Technical) and carry 8 credits each. During the year 1947-48 these courses are being offered on an experimental basis at Athabasca, Cardston, Medicine Hat and Red Deer. Since practical work must be provided under instructors possessing special qualifications in Agriculture, these subjects may be offered only in schools specially approved for this purpose by the Department of Education.

(d) *Reading Tests.*

The Reading Test which all high school students have been required to take each September for the past four years is no longer compulsory. Apparently, most high schools find these tests worthwhile and helpful in their English classes as evidenced by the large number of schools that continue their use on a voluntary basis.

(e) *Sub-committees.*

The following list of sub-committees that have been appointed by the High School Curriculum Committee indicates the nature and scope of work that will be undertaken during the coming year:

1. To study the field of Mathematics in the high school curriculum and to prepare a "scope and sequence" pattern for academic Mathematics. (Chairman: Mr. C. B. Johnson, Inspector of High Schools, Lethbridge).
2. To investigate the field of High School Science with particular attention being given to the academic science pattern. (Chairman: Mr. R. Warren, Inspector of High Schools, Calgary).
3. To study the field of Commercial Electives. (Chairman: Mr. H. C. Sweet, Inspector of High Schools, Edmonton).

4. To investigate the feasibility of setting up high school courses in mining. (Chairman: Mr. A. P. Tingley, Supervisor of Industrial Arts, Department of Education, Edmonton).
3. *Intermediate School Curriculum Committee.*

The members of this committee are as follows:
Mr. M. L. Watts, Director of Curriculum (Chairman).
Mr. A. B. Evenson, Associate Director of Curriculum (Secretary).
Mr. T. C. Byrne, Superintendent of Schools (Vice-Chairman).
Mr. A. L. Doucette, Director, Faculty of Education, Calgary.
Mr. A. A. Aldridge, Supervisor of Guidance.
Mr. D. T. Oviatt, Supervisor, Teachers' Service Bureau.
Mr. J. A. McKay, Superintendent of Schools.
Mr. H. D. Cartwright, Principal, Balmoral Junior High School, Calgary.
Mr. M. W. MacDonald, Representative of Alberta Teachers' Association.

Meetings of the above committee were held on February 21st and October 17th. The following summary indicates the major undertakings completed by the Intermediate School Curriculum Committee:

(a) *Social Studies.*

During the year, the Intermediate School Curriculum Committee gave particular attention to a revision of the Social Studies course for Grade IX. The reasons for this timely revision may be given as follows: (1) the present text is inadequate, (2) the course does not meet present needs, and (3) character education should receive greater emphasis.

The problem of securing a textbook, written at a Grade IX level that covers adequately the materials required, could not be solved without writing and printing additional materials. It was finally decided that the committee should continue to search for a suitable textbook and meet present needs by writing pamphlets on materials that are not otherwise available. By considerable hard work on the part of certain members of the committee and selected teachers the following was accomplished:

1. A new outline of Social Studies in Grade IX was written and is now in use in Alberta schools. The contents consist of three units dealing with the production and distribution of goods with emphasis on the background problems of geography and economics, two units on the physical, cultural and spiritual aspects of community living, (sociology), one unit on government, (history and civics), and a culminating unit on global geography. The course includes practical suggestions for treating current events as unresolved social tensions or aspects of social living. It includes, as well, a sort of functioning guide for the development of character, and possible pupil activities.
2. Study guides on Problems V and VI have been prepared and are now being printed. Copies will be sent to all Grade IX classrooms in the province during the early part

of 1948. These study guides are intended to serve as both text and guide for these two units of the Grade IX course which departs considerably from the old course. They provide a considerable body of reference material which the teacher might have difficulty in finding.

(b) *Developmental Reading.*

Realizing the need for greater emphasis on developmental reading for Grades VII and VIII, the Intermediate School Curriculum Committee authorized the "Reading for Meaning" series for this purpose with a recommendation that it be used as well in Grade IX.

(c) *Music.*

Since a modern student textbook in Music was needed for Grades VII and VIII, the Intermediate School Curriculum Committee authorized the Canadian Singer, Book 6, for the Music course in these two grades. The committee was influenced in their decision by the fact that the new Canadian Singer series was recently selected and authorized for use in Grades I to VI inclusive.

The following two sub-committees have been appointed by the Intermediate School Curriculum Committee for particular work during 1948:

1. To revise the Mathematics courses in Grades VII, VIII and IX and to make textbook selections for the new courses prepared. (Chairman: Mr. J. A. McKay, Superintendent of Schools, Pincher Creek).
2. To revise the present course outlines in Science for Grades VII, VIII and IX and to consider the suitability of the present textbooks for these courses. (Chairman: Mr. A. L. Doucette, Director, Faculty of Education, Calgary).

4. *Elementary School Curriculum Committee.*

The members of this committee are as follows:

Mr. M. L. Watts, Director of Curriculum (Chairman).

Mr. A. B. Evenson, Associate Director of Curriculum (Secretary).

Mr. L. B. Yule, Superintendent of Schools (Vice-Chairman).

Mr. A. A. Aldridge, Supervisor of Guidance.

Mr. D. T. Oviatt, Supervisor of the Teachers' Service Bureau.

Miss Olive Fisher, Faculty of Education.

Mr. A. G. Bayly, Supervisor of Elementary Instruction, Edmonton Public School Board.

Miss V. V. Milburn, Representative of the Alberta Teachers' Association.

Meetings of this committee were held on February 15, May 2 and 3, and October 10.

The meeting on February 15 was an emergency meeting called for the special purpose of discussing readers in Grades IV, V and VI and language workbooks and/or texts in Grades II and III.

(a) *Free Readers.*

Throughout all deliberations of the members of the Elementary School Curriculum Committee, there was a general agreement that it would be advisable to provide Alberta classrooms with modern

readers on a multiple series plan. Prior to this year, three series of readers had been selected for and supplied to pupils in Grades I to IV inclusive. As it had been impossible to get readers for Grades V and VI, owing to shortage of supplies and printing difficulties, suitable reading workbooks were supplied for an interim period. At this first meeting, it was decided to select three series of readers for Grades V and VI, namely, the Canadian Reading Development Series (Copp Clark), the Canadian Parade Series (Dent) and the new Highroads to Reading Series (Nelson & Sons). Later in the year, it was learned that the last mentioned series could not be supplied sufficiently early to meet our needs. Consequently, it was decided that students in Grades V and VI would be supplied with the two series "Canadian Development" and "Canadian Parade" as soon as they could be made available. It is expected that these free readers will be distributed early in the spring term of 1948.

(b) *Language Workbooks.*

Last year, the "Language for Meaning" series of language books had been authorized for Grades IV, V and VI. Because of the high price of these books it was decided that textbooks of the same series for Grades II and III should not be authorized and that an inexpensive Language workbook should be substituted for these two junior grades. As a result of this decision, workbooks for Grades II and III of the same series were Canadianized and made suitable for use in Alberta schools. These workbooks are now in use in Alberta classrooms.

(c) *Revised Programme of Studies.*

The major concern of the Elementary School Curriculum Committee during the year has been the preparation, printing and distribution of a revised Programme of Studies for the Elementary School. Mr. D. T. Oviatt, Supervisor of the Teachers' Service Bureau, assumed the major responsibility in writing this new programme of studies but this particular curriculum committee gave expert guidance and direction to him throughout the year. Further information with respect to this publication is given in Section B of this report under the heading of Teachers' Service Bureau. In fact, many matters with which the Elementary School Curriculum Committee is concerned are dealt with under the Teachers' Service Bureau as Mr. D. T. Oviatt, Supervisor of this Bureau, is particularly concerned with elementary school problems.

B.—TEACHERS' SERVICE BUREAU

In the year 1947, the Teachers' Service Bureau was set up with Mr. D. T. Oviatt as supervisor. The establishment of this additional service was the direct outgrowth of the work on the revision of the elementary programme already undertaken. This revision project, first considered in 1946, focussed attention on a number of problems toward which the Teachers' Service Bureau can make a substantial contribution. It has, during the first year of its establishment, undertaken action on three major problems of the elementary school.

1. *Research Concerning Pupil Achievement in School Subjects.*

During the year a battery of achievement tests in Reading, Language and Arithmetic was administered to the entire Grade VI population of the province. The adaptation and preparation of test material was completed in time to administer the tests during the third week in March. A staff of teachers, hired as sub-examiners, scored the papers during Easter week. The compilation and interpretation of the results form the basis for a complete report on this experiment which is now on file at the Department.

While the evidence is insufficient and, in some cases inconclusive, the following inferences seem justified:

(a) In general, the attainment of Alberta students compares favorably with the norms and grade placement scores in the areas where commercial standardized tests were used.

(b) Valuable information for the direction of curriculum building and of general teaching practice has been obtained.

(c) Province-wide attainments serve as a revealing guide for the evaluation of pupils, either as individuals or as classroom groups. This guidance should prove particularly valuable for many of the less experienced teachers now in our rural schools.

(d) A "bench-mark" has been established from which trends in pupil attainment can be determined through future testing programmes.

2. *Revision of the Programmes of Studies for the Elementary Schools.*

While this revision was initiated in 1946, it has represented a major effort on the part of the Teachers' Service Bureau during the past twelve months. The revision became effective in September, 1947, with the introduction of Bulletin II into Alberta elementary classrooms. The cordial reception from teachers and superintendents has encouraged the belief that the approach to curricular problems at this grade level as presented in this bulletin is an effective one. Bulletin II is the introductory number of a projected series dealing with content matter, methods and problems of classrooms from Grades I to VI. It contains the content material for a major share of the elementary programme, a complete re-organization of the Enterprise Activities and a summary of subject matter for those fields in which new texts were authorized, i.e., Language, Reading, Arithmetic and Music.

The revision thus introduced by Bulletin II is notable for several departures from past practice in our elementary curriculum.

(a) A series of curriculum bulletins will now be used to replace the previous, single, large publication. Continuous attention can thus be maintained on elementary school problems and fresh, up-to-date material can go to our teachers with greater regularity.

(b) A definite separation of subject matter content and classroom methodology can now result in greater clarification of both.

(c) A complete pattern of Enterprise Activities based on a Scope-and-Sequence arrangement is now presented for all elementary teachers. This revised pattern adds direction and guidance for the particular use of the less-qualified teacher in such matters

as key problems, suggestive topics, core concepts and optimum number of Enterprise efforts at each grade level.

(d) The concept of human relationships is presented as the dominant need for modern society, and information and understandings are outlined that should add materially to the growth of democratic citizenship.

Throughout the entire presentation runs the basic thesis that improvement in every phase of modern living lies in a fuller realization of personal growth on the part of every individual. Four quotations from Bulletin II are presented here to reveal the primary concern for this concept:

1. "The ultimate goal of education is the happiness of the *individual*. Accordingly, the teachers' purpose is to assist each child in the class to unfold as fully as possible his unique potentialities; he should direct his attention primarily to the welfare of each boy and each girl, recognizing that if every child as an individual in his own right is given the opportunity for proper physical, mental, emotional, social and spiritual growth, he will cheerfully and understandingly fulfill his responsibilities to his fellows."
2. "What then are the desirable growths we seek to foster most in the children of Alberta schools?" They include attitudes of:
 - (a) Self-respect.
 - (b) Creativeness.
 - (c) Scientific Understanding.
 - (d) Co-operation.
 - (e) Responsibility.
 - (f) Social Concern.
 - (g) Reverence.
3. "Social motives and standards originate as individual motives and standards. The value pattern of the community is an accumulation of the common elements of the value pattern of its citizens. Good citizenship involves a translation of proper human values into social action, and accepted in this sense, becomes a basic goal for all education. If we can accept this goal as of primary consequence, then we can accept social studies as the foundation upon which a school programme can justifiably be constructed."
4. "Every social force to be of consequence must touch the individuals at the level at which they feel, think and act. It follows that whatever remedial forces we devise for the improvement of human relationships must be so timed and fashioned as to make lasting impressions. Schools and teachers cannot escape sharing the responsibility for the implementation of a finer pattern of human relationships. The task is not to devise the basic tenets of that pattern. Those have been set long ago; they have simply been neglected or disregarded. Years ago a great Teacher summarized them: "Whatsoever ye would that men should do to you, do ye even so unto them," and "Thou shalt love thy neighbor as thyself." A less direct way of saying the

same thing is to state that every man must first develop, and then act in accordance with, a socialized conscience."

3. *Compilation of Suitable Source Material for Elementary Classrooms.*

Alberta is practically unique among those school systems using a child-activity programme in that it has made no provision for the systematic development of teacher reference materials. While other systems have found the so-called resource units to be an essential phase of their curricular plans, Alberta has been content to rely on commercial publishers to produce teacher guides and references suitable for use in this province. The resulting lack of teacher reference materials geared particularly to our curricular outlines may have contributed in part to certain malpractices that have occurred within our Enterprise education. The present revision of the Enterprise Activities lends itself well to the organization of such teacher aids and the Teachers' Service Bureau has undertaken the compilation of some experimental resource units designed to be of direct assistance in handling the topics prescribed or suggested for general use at various grade levels.

In addition to these three major undertakings, the Teachers' Service Bureau has found opportunities to provide some assistance in certain other persistent problems of a minor nature. Individual teachers have submitted specific requests concerning difficulties for which some help could be provided. The most important minor project of this nature has been the provision of an Enterprise Record Form that has been accepted for general use throughout a large section of the province. Help and assistance for teachers has in every instance been channelled through the superintendent of the school involved.

C.—EVALUATION AND GUIDANCE

Departmental estimates, approved for the current year, provided for the introduction of a guidance programme and the appointment of a supervisor. Mr. A. A. Aldridge was appointed to this position and commenced his duties July 1st. The Supervisor of Guidance is advised particularly by the committee on Evaluation and Guidance which was set up for the first time during the year to give special attention to the work of evaluation and guidance in this Province and to co-ordinate these with the total curriculum field. The Faculty of Education and the Alberta Teachers' Association have representatives on this committee as well as the Department of Education. The members of this Evaluation and Guidance Committee are:

Mr. A. B. Evenson, Associate Director of Curriculum (Chairman).

Mr. A. A. Aldridge, Supervisor of Guidance (Executive Secretary).

Mr. M. L. Watts, Director of Curriculum.

Mr. D. T. Oviatt, Supervisor of Teachers' Service Bureau.

Dr. H. E. Smith, Representative of the Faculty of Education.

Mr. H. S. Baker, Representative of the Faculty of Education.

Mr. E. C. Ansley, Representative of the Alberta Teachers' Association.

Miss Marian Gimby, Teacher, Eastwood High School.

During the year, meetings of this committee were held on June 18th and November 17th. As this is a new committee, it was found necessary to spend the greater part of the two meetings on the discussion of the needs and purposes that such a committee could serve. In addition, attention was given to some particular problems as indicated below:

(a) *Unit Tests in Non-Examination Subjects.*

To meet the popular demand of teachers, a decision was made to prepare Unit Tests in a selected number of non-examination subjects of Grade X and XI. It was pointed out that teachers wished for greater uniformity of standards in Grades X and XI and that carefully prepared Unit Tests would help to obtain this uniformity and, in addition, would be of some instructional value. Consequently Unit Tests in Physics 1 and English 1 are being prepared by teacher groups under the direction of the Alberta Teachers' Association and Unit Tests in Geometry 1 and Chemistry 1 are being prepared privately. It is expected that these will be made available to teachers during 1948. If the experiment proves successful, it is hoped that similar action can be taken with other non-examination subjects. The Evaluation and Guidance Committee at its fall meeting decided that a special sub-committee on guidance should be set up for the purpose of advising the supervisor in the planning of a provincial guidance programme. The members of this sub-committee are:

Mr. A. A. Aldridge, Supervisor of Guidance (Chairman).

Mr. W. P. Wagner, Supervisor of Guidance for Edmonton Schools.

Mr. H. E. Panabaker, Supervisor of Guidance for Calgary Schools.

Dr. H. E. Smith, Faculty of Education, Edmonton.

Mr. R. L. Shields, Principal of Glenwood School.

It should be noted that the curriculum does provide an elective in the high school programme entitled "Vocations and Guidance" which has for its purpose the familiarization of students with general occupational groups. In addition, the School Boards in Calgary and Edmonton had recognized the need for guidance in their schools by the appointment of supervisors whose task is to determine ways and means by which something in the nature of guidance services can be made available to students.

The Department feels that a programme of guidance must reach further than that of vocational information and placement and recognizes the need of providing assistance to teachers so that every effort can be made to achieve fullest possible personal growth of the student. With this in mind, the supervisor has used and is using every opportunity of bringing before the teachers of the province pertinent information respecting the aims and objectives of guidance and something of guidance techniques. It is appreciated that until teachers become qualified by study and experience to do a more specific job much of the counselling will be of an incidental nature. An effort has also been made to provide schools with basic material necessary for the introduction of a programme. This includes the development of a cumulative record of the folder type to record pertinent information on the student

through the grades from I to XII and the recommendation of standardized tests and testing devices, which assist in indicating interests, abilities, and aptitudes. In addition, the field of guidance literature is being reviewed and certain reference books approved for use. It is recognized that emphasis should be placed on occupational choices in line with our Alberta economy and reviews of our industries are being prepared with this purpose in mind.

In order to reach as many teachers as possible seven conventions were addressed by the supervisor during the fall term and a number of institutes held. The latter will be continued throughout the year. Teacher study groups are being encouraged to read in the field and an orientation course in guidance for teachers is being provided during the 1948 summer session at the University of Alberta.

Definite interest in guidance is apparent and it is expected that formal programmes will be in fairly general operation throughout the province with the beginning of a new school year. Counsellors have been appointed in the high schools of Medicine Hat, Lethbridge, and Red Deer and certain divisions are introducing the Cumulative Record either throughout the division as a whole or by means of pilot schools.

D.—AUDIO-VISUAL AIDS BRANCH

Audio-Visual Committee.

The Audio-Visual Committee, whose function is to advise upon policies and practices of the Audio-Visual Aids Branch, held its fourth meeting on December 5, 1947. The members present were as follows:

Mr. M. L. Watts, Director of Curriculum (Chairman).

Mr. A. B. Evenson, Associate Director of Curriculum (Secretary).

Mr. D. S. Hamilton, Supervisor, Audio-Visual Aids Branch.

Mr. A. A. Aldridge, Supervisor of Guidance.

Mr. D. T. Oviatt, Supervisor of Teachers' Service Bureau.

Mr. L. W. Kunelius, Superintendent of Schools, Westlock.

Dr. J. W. Gilles, Faculty of Education.

Mr. M. W. MacDonald, Principal, University Practice School.

At this meeting, Mr. A. A. Aldridge made comments on and presented a booklet, "The Film in Group Discussion", which he had prepared for use with guidance films. It was agreed by the committee that it embodied a sound technique which could be used to advantage in other curriculum subjects. The booklet has been circulated to all schools which give guidance service in the province, and notice of it has been circulated to all schools possessing projection machines.

As a result of a report on one-sheet study guides which Dr. J. W. Gilles had had prepared by the members of his 1947 summer school class, a motion was passed by the committee that steps be taken to have a number of such guides prepared in the coming year by teachers who would be selected by Dr. Gilles and Mr. Hamilton.

Publications.

Of the four catalogues (two 34-page Classification Lists and two Description Lists) which will ultimately contain all the 16mm motion picture films and the filmstrips and 2x2 kodachrome slides of the Audio-Visual Aids Branch, the two classification lists have been printed and circulated to schools of the province:

Classification List of Sound and Silent Motion Picture Films,
September, 1947.

Classification List of Filmstrips and 2x2 Slides, September, 1947.

"Notes to Users" is an information sheet prepared by the supervisor and distributed at intervals of one or two months to those schools which have used projected material from the Audio-Visual Aids Branch. Its purpose is to supply information useful to the teacher making use of projected visual aids in the teaching programme. Copies of the first two issues for this school year have been distributed.

A one-sheet publication setting forth a "Payment Plan for Damaged Films" was distributed to schools in September. This plan was drawn up with the assistance of Mr. J. E. Hart, Solicitor. Attorney General's Department. Fifteen schools have taken advantage of it up to the present. The amount of damage during September, October, November and December has been relatively small, amounting to \$16.50. The plan is voluntary. Its purpose, besides offering protection to schools, is to emphasize the need for care of films.

Screening Committee.

The Screening Committee consists of Dr. J. W. Gilles, Faculty of Education (Chairman), Mr. D. S. Hamilton, Department of Education, Mr. H. A. MacGregor, Faculty of Education, Mr. H. B. Doughty, Principal of Calder School, Miss C. L. Tyner of Garneau Elementary School. The committee has held 40 screenings of motion picture films from January 1 to December 31, 1947, each consisting of 2 hours or slightly more. Filmstrips have been screened by the Supervisor or one of the following teachers of the province at various times: Mr. H. C. Thompson, Principal, Queen Alexandra School; Mr. R. B. Layton, Wetaskiwin High School; Mr. J. Kulak, Principal, Delton School; and Miss Tyner, Garneau Elementary School.

Library Contents.

	DECEMBER 31, 1947		
	No. of Titles	Multiple Prints	Total Prints
Sound films	465	255	720
Silent films	298	144	442
Filmstrips	812	135	947
2x2 Slides	82 sets		
Flat Pictures	50 sets		
Reference Books on Visual Aids	12		

The total number of sound and silent films (1,162) is 411 more than the total (751) for December 31, 1946, an increase of 55%. Of the 411 films added to the library, 279 have been multiple prints. There has been an increase of 263 or 38% (from 684 to 947) in the number of filmstrips.

Circuits in Various School Divisions.

Peace River and High Prairie have their own projectionists. Myrnam A.T.A. (Two Hills School Division), Thorhild A.T.A. (Thorhild School Division) and Dickson-Markerville A.T.A. (Rocky Mountain School Division) operate circuits.

National Film Board field representatives have itineraries which provide some service to schools in the divisions indicated below:

Mr. D. Bouvier—Sturgeon, Thorhild, Athabasca, Pembina and Lac La Biche School Divisions.

Mr. R. B. Smith—Wainwright, Vermilion, Holden School Divisions.

Mr. G. W. E. Arnold—On contract (\$5.00 per school per month) with the Red Deer School Division and visits 10 schools each month. Some nearby schools come to the schools visited.

Mr. C. Bricker—Taber, Lethbridge, Macleod, Pincher Creek, Foremost School Divisions.

Mr. J. M. Bell—Wetaskiwin, Strawberry, Ponoka School Divisions.

In May, 1947, Mr. Hamilton spent four days on the Red Deer circuit with Mr. Arnold and made a report to Mr. Watts, Director of Curriculum, and to Mr. Thurber, Superintendent of Red Deer School Division on the work being done there. The work seen indicated that the showing of films in the classroom is proving a valuable teaching aid in the province.

Circulation.

The data below give a comparison of the circulations for the September to November periods, 1945, 1946, and 1947.

	No. of Films	No. of Filmstrips	No. of Slide Sets
September-November, 1945	470	224	694
September-November, 1946	1755	524	13 2292
September-November, 1947	2949	1175	19 4143
	<u>5174</u>	<u>1923</u>	<u>32 7129</u>

Comparing the September-November circulations of 1946 and 1947, the total increase is 81%, the increase in motion picture films is approximately 70%, and the increase in filmstrip is greater than 120%.

Clerical Staff.

The number on the staff has varied from 5 during the summer months to 8 at the present time besides the Branch Supervisor. This consists of Miss B. H. McDonald, Senior Clerk, and 5 other clerks in the Branch Office and Mr. L. Holt and an assistant in the Servicing and Shipping Room.

Assistance to Teachers and Parents.

During the year Mr. Hamilton was able to meet various teacher and parent groups throughout the province, giving talks and film demonstrations which have proved most valuable to all interested in audio-visual aids in education.

E.—SCHOOL BROADCASTS

The spring series of school broadcasts were of two kinds; those presented during school hours, and those presented out of school hours. The schedule was as follows:

JANUARY 13 TO MARCH 28			
Monday	2:00-2:30	Elementary Music	Grades I-VI
	5:45-6:00	Oral French 1	Grade X
	8:30-9:00	Tales of Adventure	Grades VII-XII
Tuesday	2:00-2:30	Science on the March	Grades VII-IX
	5:30-5:45	Today's Horizons	Grades VII-XII
Wednesday	2:00-2:15	Speech Training	Grades IV-VI
	2:15-2:30	Through the Magic Door	Grades VII-IX
Thursday	5:45-6:00	Oral French 2	Grades I-III
	8:30-9:00	The March of Science	Grade XI
	2:00-2:30	Folk Music of Many Lands	Grades VII-XII
	5:30-5:45	Alberta Science Parade	Grades VI-IX
Friday	2:00-2:10	National Series News	Grades VII-XII
	2:10-2:30	National Series	Grades V-IX
			Grades III-VI
			Grades X-XII
			Grades VI-X
	5:30-5:45	Oral French 3	Grade XII
	8:30-9:00	Gateways to Music	Grades VII-XII

The Educational Network consisted of CKUA, Edmonton; CJCJ, Calgary; CFGP, Grande Prairie. Monday's programme originated at CJOC, Lethbridge; CHAT, Medicine Hat carried a half hour programme on Monday and Wednesday; CBK carried the CBC programmes on Tuesday, Thursday and Friday.

Since it was felt that the calibre of the high school broadcasts was such that they could be valuable in the classroom, the School Broadcast Hour was begun in the fall. From 2:00 p.m. to 3:00 p.m. Monday through Friday an hour's programme was broadcast to the schools, over the same network. Several new series were added: music appreciation for elementary grades, and for junior high school; current events for junior and senior high school. In addition, an experimental programme entitled "Programme News to Parents", produced by Miss Doris Berry, Co-ordinator of School Broadcasts, has been directed to adults, presenting news, personalities and the philosophy behind school radio. It is felt that this programme has been valuable in building an understanding and an appreciation of school broadcasts throughout the province. The complete fall schedule was as follows:

SEPTEMBER 6 TO DECEMBER 19			
Monday	2:00-2:30	Elementary Music	Grades I-VI
	2:30-2:45	Current Events	Grades VII-XII
	2:45-3:00	Programme News to Parents	
Tuesday	2:00-2:30	Science on the March	Grades VII-IX
	2:30-2:45	Oral French 3	Grade XII
Wednesday	2:45-3:00	Musical Playtime	Grades I-VI
	2:00-2:15	Through the Magic Door	Grades I-IV
	2:15-2:30	Speech Explorers	Grades IV-VI
	2:30-2:45	Today's Horizons	Grades VII-IX
Thursday	2:45-3:00	Oral French 2	Grade XI
	2:00-2:30	Listening is Fun	Grades VI-IX
	2:30-2:45	Alberta Science Parade	Grades VII-XII
	2:45-3:00	Oral French 1	Grade X
Friday	2:00-2:10	National Series News	Grades V-IX
	2:10-2:30	National Series	Grades III-VI
			Grades V-IX
			Grades VI-X
	2:30-2:45	Books Alive	Grades VII-XII
	2:45-3:00	Time Out for Music	Grades VII-X

The planning and general administrative arrangements of all the series are in the hands of three main committees: the National Advisory Council, the Western Regional Committee, and the Alberta Radio Committee.

National Advisory Council on School Broadcasting.

The Director of Curriculum attended the meeting of this committee in Toronto on March 20 and 22, 1947. As a result of the deliberations there, the CBC provided the following programmes for 1947-48:

1. *Canadian Legends*—Five broadcasts for Grade III-VI, dramatizing legends from various areas of Canada.
2. *Gentlemen Adventurers*—Five broadcasts for Grades V-IX dramatizing important episodes in the early history of the Hudson's Bay Company.
3. *Canadians at Work*—Four actuality broadcasts for Grades VI-X describing various industries across Canada.
4. *Shakespeare's "Hamlet"*—In six instalments, presenting the play for high school students.
5. *A Visit to Parliament Hill*—Three broadcasts for Grades VI-X picturing Parliament and the general structure of government. The series is to inform students of the democratic process in Canada from its beginning to its present-day development.

The policy of beginning each broadcast with a short news summary has been continued.

Western Regional Committee.

The meeting in Winnipeg of representatives from the four western provinces on January 16 and 17 was attended by the Director of Curriculum.

It was decided to continue the joint presentation of the two series of science and music with ten pre-Christmas, and ten post-Christmas broadcasts.

1. *Science on the March*—The policy of last year was continued whereby each province prepared five scripts for the series, which was produced by the CBC in Winnipeg and Vancouver. The scripts for Alberta were again written by the radio writers of the Correspondence School Branch, since their work of the preceding year had proved so acceptable.

2. *Intermediate Music*—This year Manitoba, Saskatchewan and British Columbia have shared with Alberta the writing and producing of scripts which give three aspects of music appreciation.

In both series the expenditures are divided equally among the four provinces.

Alberta Radio Committee.

During the year 1947 this committee was enlarged for greater effectiveness. It now includes:

- Mr. M. L. Watts, Director of Curriculum (Chairman).
- Mr. A. B. Evenson, Associate Director of Curriculum (Secretary).
- Mr. J. B. McRae, Programme Director, CKUA.
- Mr. G. F. Bruce, Director, Correspondence School Branch.
- Mr. A. A. Aldridge, Supervisor of Guidance.
- Mr. D. T. Oviatt, Supervisor, Teachers' Service Bureau.
- Mrs. G. C. Higgin, Faculty of Education, Edmonton.
- Miss Rae Chittick, Faculty of Education, Calgary.

Meetings of this committee were held May 12th and December 16th. The committee approved the continuation of the present set-up in which Alberta scripts are written by the script writers of the Correspondence School Branch.

An internal change in administration was made which provided that Miss Doris Berry should become Co-ordinator of School Broadcasts, being responsible for administration and executive details, and that Miss Helen MacMillan should become Script Editor, in charge of planning the details of the series, and the writing of scripts. They are responsible to the Director of Curriculum with respect to policy and the broader administrative matters, and to the Director of the Correspondence School Branch with respect to administrative matters which concern the Branch.

Three of the series for junior and senior high schools—"Win Your World," "Today's Horizons", and "Alberta Science Parade"—were planned as a unit. Each week one basic democratic idea was chosen for all three broadcasts. Some of the ideas chosen were: courage, ideals, responsibility, open-mindedness and co-operation.

The quality of the scripts written has been very high. CKUA has given excellent co-operation in the production of the programmes under Mr. F. Dhiel. Mr. J. McRae, Programme Director of CKUA, has visited several classrooms with the Co-ordinator of School Broadcasts, to learn the particular problems associated with classroom reception. As a result several marked improvements have been possible.

Radio Evaluation Sub-committee.

The members of this sub-committee are: Mr. E. M. Erickson, Superintendent of Schools, Holden (Chairman); Miss Doris Berry, Co-ordinator of School Broadcasts; Miss Bertha Newton, Faculty of Education; Mr. Lars Olson, Principal, McKenzie School, Tofield; Mr. J. E. Simpson, Principal, Rutherford School, Edmonton. Meetings were held on September 26th and December 15th.

A more thorough evaluation project has been undertaken this year. During the fall, letters and questionnaires were sent out to all schools possessing radios, asking them to indicate what series they were using and the grades and number of pupils listening. The response has been good. Teachers report that the broadcasts are of genuine value in the classroom and urge their continuance. They say that the programmes develop good listening habits, present useful factual material in an interesting way and give music appreciation which would otherwise be missed in many cases.

With respect to the numbers listening, the Chairman of the sub-committee reports that: "The committee estimates that there are at least 1,365 classrooms in the province now equipped with radios. Out of a total of 5,828 classrooms in the province this represents 23%. Last year it was estimated that 929 classrooms had radios."

The Sub-committee felt that it was worthwhile to encourage parents to listen to broadcasts also. For this reason Home and School Associations were contacted through the Federation Chairman of Radio-Visual Education, Mr. Simpson. Many associations in Edmonton have asked the Co-ordinator of School Broadcasts to

address their meetings and to tell of this work, and have expressed interest in, and appreciation of, the programmes.

Spring and fall editions of the "School Broadcast Guide" were issued. This fall the circulation to teachers, superintendents, parents, Correspondence School students and others increased to 2,700. Five thousand, seven hundred copies of the "Students' Guide" were issued. The greatly extended demand for this "Guide" is a good indication of the growing use and popularity of the broadcasts.

F.—THE ALBERTA FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

Organized on a Dominion-wide basis in Canada, on a national basis in Britain and in the United States, and in a modified form in some parts of Europe, the Home and School Associations have as their primary aims the development of a closer relationship and increased understanding among parents, teachers, children and school authorities, and the consideration of child welfare in general.

In Alberta the Home and School had its origin in Calgary. Meetings were held in the afternoon with Parents' Night once or twice yearly; membership consisted largely of mothers and teachers. Today the Home and School is well organized throughout the province and meetings are held in the evening with membership and offices shared almost equally among men and women. In some areas, high school pupils are in regular attendance. Usually the Home and School is a distinct and separate organization, but occasionally it is very closely affiliated with other organizations such as Community Councils. These diversities of organization are all to the good.

Originally the Home and School was regarded as a sort of Ladies Aid to the Principal or to the School Boards. This meant that too much time was spent on raising money, too little on parent education. However, the aims listed in the opening paragraph have been accepted gradually by the majority of Associations. Excellent projects of a strictly practical nature are carried on by many organizations, e.g., providing hot lunches, donating scholarships, purchasing special equipment for schools, etc.

The latest figures available, of April 1947, indicated that there were, at that time, 142 affiliated locals in the province distributed as follows: Calgary, 43; Edmonton, 12; Lethbridge, 7; small town and rural, 80. The affiliated membership is 8,749. At the same time there are 46 non-affiliated locals, bringing the total membership to approximately 10,000. Since that time 17 new locals have been organized in widely separated areas, thus increasing the membership by about 600. These figures indicate an increase of 50% in the number of affiliated locals since 1944.

The distribution of rural and small town locals is province-wide—MacLeod, Claresholm, Standard, Strathmore, Red Deer, Ponoka, Enchant, Rosemary, Mirror, Three Hills, Dapp, South Pigeon Lake, Hughenden, Loughheed—to mention only a few centres. Fort Smith in the N.W.T. has the distinction of being the most northerly affiliated local.

At the Annual Convention the following were installed in office and appointed to committees for the year 1947-48:

HONORARY OFFICERS

Honorary President	Mrs. A. M. Curtis, Calgary.
Honorary President	Hon. R. E. Ansley, Minister of Education, Edmonton.

EXECUTIVE COMMITTEE

Immediate Past President	Mr. G. F. Bruce, Edmonton.
President	Mr. Munroe, McLeod, Calgary.
First Vice-President	Mrs. A. N. Hutchinson, Calgary.
Second Vice-President	Dr. A. G. McCalla, Edmonton.
Regional Vice-Presidents:	
Calgary, South	Mr. Walter Garrick, Coalhurst.
Calgary-Red Deer	Mr. Findlay Barnes, Rocky Mtn. House.
Red Deer-Edmonton	Mr. W. L. Perley, Calmar.
Edmonton, North	Mr. L. W. Kunelius, Westlock.
Recording Secretary	Mrs. D. MacLeod, Medicine Hat.
Corresponding Secretary	Mrs. E. H. Dinzey, Calgary.
Treasurer	Mrs. E. H. Boalch, Calgary.
Editor of Home and School News	Mrs. W. R. Salt, Calgary.
Representative to Dept. of Education	Mr. M. L. Watts, Director of Curriculum, Department of Education.

COMMITTEE CHAIRMEN

Organization and Extension	Mrs. M. W. Malyon, Olds.
Constitution	Mr. Ranald White, K.C., Edmonton.
Community Standards	Mrs. Lola Flood, Vauxhall.
Finance Standards	Mr. P. Aumonier, Calgary.
Finance	Mr. Thomas Baillie, Calgary.
Founders' Day and Education Week	Mrs. C. C. Hallam, Calgary.
Historian	Mrs. J. A. Bush, Olds.
Parent Education	Mrs. D. A. Hensen, Calgary.
Publications	Mrs. A. S. Bird, Edmonton.
Radio-Visual Education	Mr. J. E. Simpson, Edmonton.
Programmes and Loan Lit.	Mrs. H. Bradley, Calgary.
Publicity	Pearl V. Borgal, Lethbridge.
Resolutions	Mrs. L. C. Ratcliff, Olds.
Nominations	Mr. D. McMurray, Strathmore.
News Board	Mrs. A. N. Hutchinson, Calgary.

COUNCIL PRESIDENTS

Calgary	Mrs. W. M. Pecover, Calgary.
Olds Division	Mrs. A. T. Kemp, Olds.
Edmonton	Mrs. S. G. Douglas, Edmonton.
Lethbridge	Mr. Owen Williams, Lethbridge.

Committees of the Executive deal with such matters as Community Standards, Finance, Parent Education, Radio-Visual Programmes, etc. Each chairman presents for approval to the Executive a plan of action for the coming year. Three full Executive meetings and a somewhat larger number of sub-executive meetings are held annually. This means that all Executive members are very busy people.

Conventions are held annually. For the past number of years these have been held at Olds School of Agriculture. Its central position, the low rates for room and board, the fine social atmosphere, and the splendid hospitality of the college staff make this locality ideal for the purpose. There are always outstanding speakers and a good deal of entertainment, but a business-like air pervades the whole convention. Last year there were 155 delegates.

The Home and School Association publishes the Home and School News ten times each year. The cost of publication is paid chiefly from advertisements and from a grant from the general funds. Printed at Strathmore, this paper is forwarded in bundles to the various locals, there to be distributed to individual members. Copies are mailed to individual members for twenty-five cents per annum.

The Department of Education subsidizes the Association to the extent of \$750.00 annually, provides it with free office space, and authorizes inside and outside officials to participate in the work of the conventions and in field work as well. The Minister, Mr. Ansley, the Deputy Minister, Dr. Swift, and the Director of Curriculum, Mr. Watts have all appeared as prominent speakers at conventions and, when possible, have remained throughout the entire convention period, giving freely of their help and advice.

G.—ALBERTA ADULT EDUCATION ASSOCIATION

During the past year executive meetings of the Alberta Adult Education Association were held on February 1, February 18, April 1, and May 6, with the Annual Meeting on June 20.

The Association has continued to circulate new material and literature to groups and individuals interested in adult education. Some material was also forwarded to the Calgary office of the Health and Recreation Branch for use by its leaders in their attempt to arouse interest in adult education in their various centers throughout the province.

Classes held for central Alberta Indians at the Bissell Institute were investigated, and it was thought that there might be a possibility of teaching them Basic English. A letter was forwarded to the Director of Indian Affairs at Ottawa, expressing the interest of the Association in this work.

The conference of the Alberta Educational Council in February, was attended by Mr. Hyde, who reported the meeting to the executive. The Association assisted the group in the circulation of material.

It was decided that a resolution should be presented to the Annual Meeting to amend the constitution so as to provide official status in an advisory capacity for representatives from the Department of Agriculture, Health and Recreation Branch, Extension Department of the University, Department of Education and the Cultural Activities Branch. In the meantime representatives from these departments were invited to attend the meetings of the executive in an ex-officio capacity.

The fact that Alberta is lagging behind the other provinces in the Dominion in the matter of adult education was brought out at a meeting of the executive held February 1, when Mr. R. T. McKenzie, Assistant Director of the Canadian Association, outlined the organization of adult education across Canada. At that time he suggested that a survey of the province be made to determine the demand for this service in rural and urban areas. He also urged closer co-operation between voluntary and professional agencies in this field in Alberta. Accordingly, in April, over a thousand copies of a questionnaire were circulated in towns and

rural communities in Alberta. The response was poor, but the majority of those answering the questionnaire indicated a desire for assistance in adult education in one form or another.

At the Annual Meeting in June, reports were submitted by representatives of different organizations engaged in adult education, these being:

Mr. R. M. Putnam, Extension Service, Department of Agriculture.

Mr. Richard MacDonald, Co-ordinator of Cultural Activities.

Mr. A. S. R. Tweedie, Extension Department, University of Alberta.

Mr. W. A. Hutton, Health and Recreation Branch, Department of Education.

Mrs. M. I. McKenzie, Alberta Women's Institutes.

Mrs. Winnifred Ross, U.F.W.A.

Mrs. Wm. Rowan, Council for Canadian Unity.

These reports indicated the service offered in rural areas, as well as in towns, by both government departments and voluntary organizations.

In his annual report, the president outlined the activities of the executive during the year. The secretary also listed the communities which are carrying active programmes, but in the main these reports were discouraging. A number of towns which at one time had carried on some type of adult education have dropped out and have made no attempt during the past year or so to reorganize. The reasons for this appear to be the lack of interested leaders and the fact that the Association is not in a position to give the guidance necessary for the proper organization and maintenance of interest in this work. A few communities continue to carry on, but these are in the minority.

The work of the Edmonton Council for Adult Education was mentioned, and also the difficulty experienced by this group in financing its series of classes during the winter. Financial assistance had been given them by the Association, as this had been guaranteed when the organization of classes began.

The amendment was made to the constitution, enabling the Association to add to its executive, these to be non-voting members, to act in an advisory capacity and to be chosen from the Department of Agriculture, Department of Education, Extension Department of the University of Alberta, and the Cultural Activities Branch of the Department of Economic Affairs.

In the matter of election of officers for the coming year, the nominating committee proposed the following resolution:

"That the president appoint a committee to approach the Government of Alberta and request the Government to take over the co-ordinating duties of this Association, either as an addition to the duties of the Co-ordinator of Cultural Activities, or by setting up a new Provincial Branch of Adult Education. Further, that other business having been transacted, this meeting be adjourned until the committee can conveniently report, and that election of officers take place at the adjourned meeting."

The committee was empowered to consider and report on every angle of the future activities of the Association, and was appointed by the president in October, its members being Mr. F. M. Salter, Mrs. M. J. Hilton, Mr. A. S. R. Tweedie and Mr. E. E. Hyde. The committee was convened by Mr. Salter and on November 8th met the Minister of Education, presenting a brief to him, requesting re-organization of the Association and sufficient funds to put adult education on a sounder basis in Alberta.

H.—EXAMINATIONS BRANCH

1. *Examination Boards:*

High School and University Matriculation Examinations Board.

The jurisdiction of the Board extends over the High School examinations, particularly in the following respects: (a) types of examinations; (b) setting of papers; (c) selection of examiners; (d) statistical procedures; (e) standards of achievement; (f) selection of markers; (g) conducting of examinations; (h) irregularities; (i) special cases. It holds two regular meetings each year, one in the fall for organization purposes and one in July to review examination results. During the year, meetings were held on July 24th and October 24th. The personnel of this committee is:

Dr. W. H. Swift, Deputy Minister (Chairman).

Mr. A. B. Evenson, Associate Director of Curriculum (Vice-Chairman).

Mr. W. E. Frame, Chief Superintendent of Schools.

Mr. M. L. Watts, Director of Curriculum.

Mr. D. M. Sullivan, Registrar, Department of Education.

Mr. H. C. Sweet, High School Inspector, Edmonton.

Dr. F. G. Buchanan, Superintendent of Schools, Calgary.

Dr. John MacDonald, Dean, Arts and Science.

Dr. M. E. Lazerte, Dean, Faculty of Education.

Dr. O. J. Walker, University of Alberta.

Dr. E. W. Sheldon, University of Alberta.

Mr. G. B. Taylor, Registrar, University of Alberta.

Mr. R. V. Clark, Representative of the Alberta Teachers' Association.

Mr. J. I. Sheppy, Supervisor of Examinations, attends all meetings of the Board and records the minutes.

An Executive of this Examinations Board exists for the following purposes: (a) to care for the routine work of the Board—nomination of examiners, revision of papers, special problems arising during the marking; (b) to deal with any emergent matters which may arise at times when a meeting of the full Board is not possible.

High School Entrance Examination Board.

The jurisdiction of this Board extends over the Grade IX examinations in precisely the same manner as the High School and University Matriculation Examinations Board does over the Grade XII examinations. The personnel of this Board is:

Mr. A. B. Evenson, Associate Director of Curriculum (Chairman).

Mr. R. Warren, Inspector of High Schools, Calgary.

Mr. C. H. Robinson, Superintendent of Schools.

Mr. W. E. Hodgson, Superintendent of Schools.

Dr. W. D. McDougall, Faculty of Education, Edmonton.

Mr. M. W. MacDonald, Representative of the Alberta Teachers' Association.

Mr. J. I. Sheppy, Supervisor of Examinations, attends all meetings of the Entrance Board and records the minutes of the meetings.

Meetings of this Board were held on February 12, 13, 14 and November 14, 1947. The major item of business undertaken in the first meeting of the year was the revision of examination papers which had been prepared and submitted by selected examiners. For the second and last meeting of the Board the main items of business were as follows: (a) review of examination results; (b) discussion and consideration of entrance examination; (c) organization of work for 1948 examinations; (d) other items of particular interest to this Board.

2. Examination Statistics:

The marking of the Grade IX and Grade XII Departmental Examinations and the evaluation of results in the non-examination subjects of the High School grades was under the over-all supervision of Mr. A. B. Evenson, Associate Director of Curriculum.

Grade XII Examinations.

The Grade XII July Examinations were marked by a staff of 112 sub-examiners under the supervision of High School Inspector, Mr. C. B. Johnson. The distribution of 27,163 answer papers according to subject was as follows:

Algebra 2	2616	German 3	13
Biology 2	2236	Latin 3	530
Chemistry 2	2904	Physics 2	2173
English 3, Literature	4184	Social Studies 3	4045
English 3, Language	4185	Trigonometry & Anal. Geometry	2574
French 3	1703		

The following table shows the distribution of candidates by gradings on the various subjects:

Subject	1947 GRADE XII			Total
	No. of Candidates securing "B" or higher	No. of Candidates securing "C"	No. of Candidates below "C"	
• Algebra 2	1555	662	399	2616
• Biology 2	1352	547	334	2236
• Chemistry 2	1754	709	441	2904
• English 3	2523	1051	602	4176
• French 3	1108	344	251	1703
• German 3	12	1		13
• Latin 3	316	133	81	530
• Physics 2	1310	538	325	2173
• Social Studies 3	2410	1056	579	4045
• Trigonometry & Anal. Geometry	1542	649	383	2574

The following table gives the number of candidates for the Departmental Grade XII Examinations during the past seven years:

Year	1941	1942	1943	1944	1945	1946	1947
No. of Candidates	7030	6256	5244	4950	5384	6410	6480

Appeals for re-marking Grade XII Examination papers were received from 450 students. In all, 620 papers were re-read.

The Grade XII Supplemental Examinations were held in August. A total of 2,512 candidates submitted 3,404 papers.

The following table gives the number of High School Graduation Diplomas issued during the past seven years:

Year	1941	1942	1943	1944	1945	1946	1947
No. of Candidates	2400	2230	1992	2047	2149	3183	2587

Grade IX Examinations.

The Grade IX papers were marked by a staff of 152 sub-examiners under the supervision of Superintendents C. R. Robinson, W. E. Hodgson, and F. B. Facey.

Students were given general category gradings of H, A, B, C, or D. The following table shows the distribution of gradings among 10,277 candidates writing the Grade IX Examinations:

FREQUENCY COUNT FOR GRADE IX EXAMINATION						
Category	Cities, Towns and Villages		Rurals		Total for Province	
	Number	%	Number	%	Number	%
H	420	5.52	71	2.66	491	4.78
A	2297	30.21	580	21.70	2877	27.99
B	2767	36.39	1004	37.18	3771	36.69
C	1489	19.58	575	21.47	2064	20.08
D	631	8.30	443	16.57	1074	10.45
Total	7604	100.00	2673	99.99	10277	99.99

TABLE SHOWING NUMBER OF CANDIDATES AND WRITING CENTRES FOR GRADE IX EXAMINATIONS

Year	1942	1943	1944	1945	1946	1947
No. of Candidates	9772	9199	9703	10220	10363	10277
No. of Writing Centres	1737	1515	1444	1360	1214	1141

TABLE SHOWING GRADE IX CATEGORY GRADINGS

Category	1944		1945		1946		1947	
	No.	%	No.	%	No.	%	No.	%
H	*		*		475	4.6	491	4.78
A	3,183	32.8	3,482	34.1	2,873	27.7	2,877	27.99
B	3,363	34.7	3,394	33.2	3,695	35.7	3,771	36.69
C	2,001	20.6	2,337	22.9	2,292	22.1	2,064	20.08
D	1,156	11.9	1,007	9.8	1,028	9.9	1,074	10.45
	9,703	100.0	10,220	100.0	10,363	100.0	10,277	99.99

*"H" grading were not assigned before 1946.

Non-Examination Subjects of the High School Programme.

High School Inspectors, Messrs. H. C. Sweet and R. Warren, supervised the work in connection with the non-examination subjects of the High School. Confidential Reports were submitted by the principals and official results were mailed by the Department of Education direct to the students. Copies of results were supplied to School Districts and Divisional Board Offices.

Below is a comparative table of the certificates of credit issued for the last five years:

Year	1943	1944	1945	1946	1947
Grade XII	4219	3649	4169	4335	4462
Grade XI	5366	5355	5724	5773	6200
Grade X	6388	6663	7255	7614	7760
Special One Year Commercial	44	11	10	4	1
	16017	15678	17158	17726	18423

School Credits for Cadet Training.

High School credits were granted for Cadet Training where the requirements were met in the matter of pre-requisite standing and instruction hours, provided the instruction offered was approved by the Provincial Officers Commanding. Below is a com-

parative table showing the number of schools reporting Cadet activities for the past four years:

	Military	Air	Sea	Total
1944	61	68	11	140
1945	63	56	11	130
1946	82	23	10	115
1947	56	21	12	89

Classification of High Schools.

Principals of High Schools submit to the Department on the Form A Card information concerning organization of the High School. The table below gives the number of schools and the type of instruction:

Type of Instruction	1945	1946	1947
Including Grade XII	270	277	261
Including Grade XI but no higher	135	119	107
Including Grade X but no higher	129	142	153
Special one year Commercial	1	1	1
Group C Technical	3	3	5
Group B Commercial	28	28	30
Total Number of Schools in 1945			534
Total Number of Schools in 1946			538
Total number of schools in 1947			557

Test Scoring Machine.

The Department has undertaken to score tests for interested educational groups with the Test-Scoring Machine on rental from the International Business Machines Company. The following table shows the extent of this service to date:

Educational Group	Name of Test	No. of Papers
Department of Education	Grade VI Survey	13,000
	Grade IX General	10,277
Faculty of Education (Edmonton)	Health	
	Science	
	Social Studies	
	English	283
	Health	280
	Social Studies	161
	Music	110
Faculty of Education (Calgary)	American Psychology	167 (334)
	Health	125
	Music	75
	English	113
	Physical Education	124
Foremost High School	Mechanical Comprehension	39

REPORT OF THE REGISTRAR

BOARD OF TEACHER EDUCATION AND CERTIFICATION

This Board was constituted by Order in Council No. 6-45 amended by Order in Council No. 1283-45. At the present time this Board consists of fourteen members, five representing the Department of Education, five representing the University of Alberta, three from the Alberta Teachers' Association and one from the Alberta School Trustees' Association. The Chief Superintendent of Schools is, by reason of his office, chairman of the Board. The members of the Board at the end of December, 1947, were:

University of Alberta Representatives.

Dr. M. E. Lazerte, Dean, Faculty of Education.

Dr. W. D. McDougall, University of Alberta.

Dr. J. Macdonald, University of Alberta.

Dr. A. J. Cook, University of Alberta.

Mr. Andrew Doucette, Calgary, Faculty of Education.

Alberta Teachers' Association.

Mr. E. C. Ansley, A.T.A., Imperial Bank Building, Edmonton.

Dr. H. E. Smith, President of A.T.A., Faculty of Education.

Mr. J. Burke, 11142 125 Street, Edmonton.

Department of Education.

Mr. W. E. Frame, Chief Superintendent of Schools, Chairman of the Board.

Mr. M. L. Watts, Department of Education.

Mr. A. P. Tingley, Department of Education.

Mr. H. C. Sweet, 12720 Stony Plain Road, Edmonton.

Mr. C. H. Robinson, Inspector of Schools, Camrose.

Alberta School Trustees' Association.

Mr. H. E. Spencer, R.R. 2, Edgerton, Chairman A.S.T.A.

This Board met on April 2 and again on May 6. The Fall meeting was held on November 18. Subjects dealt with at the April meeting were:

- (a) Ways and means of alleviating the teacher shortage, e.g., scholarships and other inducements to increase registration in the Faculty of Education; encouraging married women teachers who hold satisfactory qualifications to remain active in the profession, encouraging the Boards of school divisions and city and town school districts to offer scholarships for students trained under their own school systems to take up the profession of teaching; urging city and town Boards to engage a reasonable percentage of their own high school graduates after completing the course at the Faculty of Education; efforts to increase the retirement allowances of teachers.
- (b) Courses for Kindergarten and Primary teachers.
- (c) Training of teachers of sub-normal children.
- (d) Liaison between Faculty of Education and Department of Education supervisory staff.
- (e) Provincial salary schedule for teachers.
- (f) Practical courses in Agriculture.

The May meeting was devoted to the following subjects in addition to some left uncompleted in April:

- (a) Training of teachers of private schools.
- (b) Training of special teachers for Vocational Agriculture.
- (c) Special certification in commercial subjects.
- (d) Evaluation of Industrial Arts courses taken prior to 1944.
- (e) Provincial salary schedule.

At the Fall meeting in November discussion centered on the following topics:

- (a) Report of the Committee on Agriculture.
- (b) Changes in the Industrial Arts program.
- (c) Entrance requirements to the Faculty of Education.
- (d) Certification of teachers whose diplomas or certificates were not obtained in Alberta.
- (e) Practice teaching procedure at the Faculty of Education.
- (f) Integration of the Health courses at the Faculty of Education.
- (g) Religious education in schools and teacher training institutions.

SCHOLARSHIPS

One of the measures taken by the Government in 1947 to relieve the teacher shortage was the granting of scholarships to candidates enrolling in the Faculty of Education, University of Alberta, Calgary or Edmonton, in September. One hundred and seventy-five scholarships were made available to candidates enrolling in the one-year programme leading to the Junior Elementary and Intermediate School Certificate. Twenty-five scholarships were available to candidates enrolling in the first-year of the two-year programme leading directly to the Senior Elementary and Intermediate School Certificate. Each scholarship was in the amount of \$200.00, one-half payable at the end of October and the remainder early the following January.

The scholarships were awarded in addition to the payment of the tuition fees of all students enrolled in the Junior Elementary and Intermediate School Certificate (one-year) course. The policy of paying the fees was begun in 1946 and continued in 1947. Both the scholarships and the remission of fees are regarded as loans unless the student undertakes to teach for three years. Students who accept the scholarships and the remission of fees sign an agreement undertaking to teach in Alberta for three years at least or to refund a proportionate part of the scholarship or the fee or both.

The scholarships were awarded in order of merit as represented by the average marks obtained by the candidates in English 3, Social Studies 3 and two other Grade XII examination subjects. All candidates were required to make application on the prescribed form not later than August 1, 1947. This date was extended to August 15 to accommodate late applications who decided to apply after receiving the results of their Departmental examinations.

Practically all those who applied for these scholarships received them provided they met the requirements outlined above. The distribution of the scholarships is indicated in the following table:

DISTRIBUTION OF SCHOLARSHIPS BY SCHOOL DIVISIONS AND CITIES			
Divisions	No. of Scholarships Awarded	Divisions	No. of Scholarships Awarded
St. Mary's River No. 2	6	Foothills No. 38	1
Foremost No. 3	4	Smoky Lake No. 39	8
Lethbridge No. 7	3	Wheatland No. 40	4
Acadia No. 8	3	Calgary No. 41	2
Peace River No. 10	2	Athabasca No. 42	2
Edson No. 12	2	Bow Valley No. 43	2
Clover Bar No. 13	3	E.I.D. No. 44	3
Grande Prairie No. 14	1	St. Paul No. 45	1
Rocky Mountain No. 15	1	Bonnyville No. 46	2
Neutral Hills No. 16	1	High Prairie No. 48	3
Holden No. 17	1	Fairview No. 50	2
Lamont No. 18	9	Lacombe No. 56	2
Vegreville No. 19	2	Coal Branch No. 58	1
Camrose No. 20	6	Towns not in a Division: (E.g. Mining Towns)	5
Two Hills No. 21	5		
Killam No. 22	6	Total	141
Stony Plain No. 23	2		
Sturgeon No. 24	4		
Vermillion No. 25	6		
Stettler No. 26	1		
Castor No. 27	4	Cities	No. of Scholarships Awarded
Macleod No. 28	5	Calgary	19
Pincher Creek No. 29	3	Edmonton	14
Drumheller No. 30	10	Lethbridge	4
Olds No. 31	2	Medicine Hat	7
Provost No. 33	1	Correspondence Branch	1
Ponoka No. 34	5	Private Schools	8
Red Deer No. 35	4		
Pembina No. 37	1	Total	53
		Grand Total	194

Although one hundred ninety-four scholarships were awarded and accepted, there were some refusals after the opening of the session of the Faculty of Education because of illness, and withdrawals from the Faculty of Education, and other reasons. The actual number of scholarships finally accepted was one hundred eighty-four.

Teacher Exchange.

During the past two years it has been noted that teachers have been taking a keener interest in the matter of 'exchanges', this probably having been encouraged by the Canadian Education Association, who are ever on the alert for the fostering of international goodwill. To date, in so far as Alberta teachers are concerned, exchanges have been confined to the British Isles and the provinces of Canada. Some interest has been manifested by Alberta teachers in exchanging with American teachers but so far it has not been possible to make the necessary arrangements, probably owing to the fact that the American teachers are more interested in the Eastern provinces.

In 1947 eight exchanges were arranged for Alberta teachers, three of these exchanging with teachers from England, three with Ontario teachers, and one each with New Brunswick and Nova Scotia teachers. The number of exchanges finally arranged is far from being indicative of the interest shown by our teachers in the interchange-of-teachers scheme. It has been found, however, that teachers coming to this province on exchange prefer to settle in the city and larger town schools. This necessarily restricts the number of exchanges which can be arranged and as a consequence large numbers of teachers wishing to participate in the exchange plan are disappointed.

Teachers applying for exchange must be of the full age of twenty-five years and must have had at least five years' successful teaching experience. The formal application must be signed by the local school authority and must then be forwarded to the Department of Education for endorsement by the Deputy Minister of Education; the application must also be signed by a medical practitioner. The application is then forwarded to the Canadian Education Association in Toronto, where the final arrangements as to 'matching' of applications are made.

During 1947 the Imperial Oil Limited contributed \$2,500.00 towards Teacher Exchange arrangements and teachers going on inter-provincial exchange were given bursaries amounting to \$50.00, to assist in defraying their travelling expenses. At the end of the year it was found there was money left over from the amount contributed. This money was spent in forwarding parcels to Canadian teachers who had gone as overseas exchange teachers.

BOARD OF REFERENCE

Under the provisions of section 171 of The School Act a Board of Reference is constituted to which may be referred any dispute or disagreement which arises between a School Board and a teacher with respect to termination of contract.

By the terms of section 171 the Board of Reference hears the cases and may sustain or disallow the appeal.

For two or three years no appeals were made to the Board of Reference but this year there were eleven cases of which eight were heard in Edmonton and three in Calgary. Of the eight cases heard in Edmonton four were scheduled for Tuesday, July 22, 1947, at the Court House, and four others were heard on Wednesday, July 23. The following disposition was made of the docket for Tuesday, July 22 and Wednesday, July 23:

Three of the appellants resigned prior to the hearing and the dispute was thereby settled. The fourth appellant was heard and after extensive evidence on the part of both sides the appeal was dismissed. Of the four cases heard on Wednesday two withdrew their appeals before hearing. One appeal was not defended and was consequently sustained. The remaining appeal was allowed.

Three cases were heard in Calgary on Friday, July 25 at the Court House. Two appeals were dismissed and one was allowed.

TEACHER TRAINING, 1947

In the summer of 1944, the two Summer Sessions previously conducted by the Department of Education and the University of Alberta were integrated to form one Summer Session under the Faculty of Education, University of Alberta. In the following June the Normal Schools ceased to exist and their functions were assumed by the Faculty of Education. The following tables of statistics have been compiled from information submitted by Dr. M. E. Lazerte, Dean of the Faculty of Education. They apply to the enrolment for the Fall of 1947. The Faculty of Education has a Branch in Calgary where two years of the Bachelor of Education programme are available. At the Edmonton Branch it is possible to take the complete programme with the exception of Industrial Arts which is given, in its practical aspects at least, mainly at Calgary.

TABLE I
TOTAL ENROLMENT AT THE FACULTY OF EDUCATION BY SEX

	Men	Women
Edmonton	547	320
Calgary	93	90
Total	640	411

TABLE II
ENROLMENT IN THE FACULTY OF EDUCATION IN UNDERGRADUATE AND GRADUATE PROGRAMMES

First year	547	Fifth year	27
Second year	258	Sixth year	7
Third year	109		
Fourth year	103	Total	1051

TABLE III
ENROLMENT AT THE FACULTY OF EDUCATION IN SPECIFIED PROGRAMMES

Junior Elementary and Intermediate (One-year programme)	335
Bachelor of Education (Full programme)	503
Bachelor of Education in Industrial Arts	46
Partials	58
Bachelor of Education in Agriculture	11
Bachelor of Science, Bachelor of Education (Combined)	2
Bachelor of Arts, Bachelor of Education (Combined)	7
Bachelor of Education after another degree	18
Master of Education	67
Specials	4
Total	1051

DEPARTMENT OF EDUCATION

TABLE IV

ENROLMENT IN EXTRA MURAL COURSES

Bachelor of Education, partial	28
Master of Education, partial	27
Total	<u>55</u>

TABLE V

ENROLMENT IN THE JUNIOR ELEMENTARY AND INTERMEDIATE SCHOOL PROGRAMME (ONE-YEAR COURSE)

	Men	Women
Edmonton	75	147
Calgary	32	81
Total	<u>222</u>	<u>113</u>
Grand Total		335

The following four tables include only students registered at the Edmonton Branch of the Faculty of Education in the Fall of 1947:

TABLE VI

STATISTICS OF ENROLMENT BY RELIGIOUS AFFILIATION

United Church	342	Ukrainian-Greek Orthodox	4
Roman Catholic	142	Methodist	3
Anglican	92	Church of Christ	2
Greek Orthodox	59	Gospel Hall	2
Lutheran	38	Moravian	2
Latter Day Saint	31	Protestant	12
Presbyterian	31	None	12
Greek Catholic	28	Unknown	6
Baptist	25	Others	14
Hebrew	8		
Christian Science	6	Total	<u>863</u>
Nazarene	4		

TABLE VII

STATISTICS OF ENROLMENT ACCORDING TO AGE

Age	Number	Age	Number
17	16	25-29	155
18	76	30-34	98
19	120	35-39	68
20	69	40-44	44
21	59	45-49	11
22	52	50-64	3
23	48		
24	44	Total	<u>863</u>

TABLE VIII

STATISTICS OF RACIAL BACKGROUND

English	158	Swiss	4
Scottish	74	Dutch	4
American	71	Czechoslovakian	3
Irish	63	Hungarian	3
Ukrainian	52	Jewish	3
Austrian	52	Finnish	3
Polish	37	Belgian	3
French	30	Greek	2
Russian	27	Yugoslavian	2
German	23	Canadian	140
Norwegian	23	British	10
Swedish	16	Unknown	22
Welsh	11	Others	9
Roumanian	7		
Danish	6	Total	<u>863</u>
Italian	5		

TABLE IX
OCCUPATION GROUPS (Fathers)

Farmers	325	Caretakers	6
Merchants	34	Postmasters	6
Railway employees	31	Plumbers	5
Managers	21	Lumbermen	4
Carpenters	18	Inspectors	4
Miners	18	Truckers	4
Ministers	17	Real Estate Men	4
Salesmen and Dealers	16	Electricians	4
Accountants and bookkeepers	14	Oil Workers	4
Teachers	12	Printers	3
Machinists and Mechanics	12	Painters	3
Elevator Workers and Grain Agents	10	Blacksmiths	3
Clerks	9	Cooks	3
Foremen	9	Lawyers	3
Laborers	8	Deceased 70, Retired 27	97
Contractors	8	Unknown	33
Doctors	8	Others (very varied)	86
Engineers	8		
Ranchers	7		
Locomotive Engineers	6	Total	863

TEACHERS' CERTIFICATES ISSUED DURING THE YEAR 1947

Explanatory notes:

1. Prior to July, 1945, all teacher training in Alberta, for Elementary grades, was taken at the Provincial Normal Schools. Since that date teacher training for Grades I to XII, inclusive, has been the responsibility of the Faculty of Education, University of Alberta.
2. In the following tables where reference is made to another province, an evaluation has been made of training received in other provinces and a certificate for Alberta has been issued after the teacher has met our Summer Session requirements and other requirements.

TEACHER CERTIFICATES ISSUED DURING THE YEAR 1946

Certificates	Alberta	Other Provinces	British Countries	Other Countries	Totals	Grand Total
(a) Interim Certificates:						
High School Class:						
Alberta	75					
(including 39 re-issued)						
British Columbia		1				
Saskatchewan		3				
Manitoba		1				
Ontario		3				
Nova Scotia		1				
					84	
Junior Certificate, High School Class:						
Alberta (including 4 re-issued)	31					
Prince Edward Island		1				
England			1			
					33	
First Class:						
Alberta (including 2 married)	2					
					2	
Elementary and Intermediate School Class:						
Alberta	53					
(including 22 re-issued, 1 'Change of Name', 28 married)						
British Columbia		3				
Saskatchewan		62				
Manitoba		9				
Ontario		5				
Nova Scotia		4				
England			4			
Scotland			1			
United States of America				1		
					142	
Junior Elementary and Intermediate School Class:						
Alberta (including 6 married)	221					
Saskatchewan		5				
					226	
Senior Elementary and Intermediate School Class:						
Alberta	9					
					9	
Second Class:						
Alberta	9					
(including 9 married)						
					9	
War Emergency Class.						
Alberta (including 7 married)	8					
					8	513
(b) Permanent Certificates:						
High School Class:						
Alberta						
(including 112 re-issued, 2 married)	126					
					126	
Junior Certificate for High School Class.						
Alberta (including 10 re-issued)	12					
					12	
First Class:						
Alberta	38					
(including 2 re-issued, 1 'Change of Name', 32 married)						
					38	
Elementary and Intermediate School Class:						
Alberta	353					
(including 10 re-issued, 71 married)						
					353	
Second Class:						
Alberta (including 36 married)	43					
					43	572
	980	98	6	1	1085	1085

The foregoing table includes in its Alberta list 199 certificates re-issued to teachers who qualified for certificates of a higher class than that originally granted to them; 193 re-issued on account of change of name through marriage; 2 re-issued on account of 'Change of Name.'

(c) Letters of Authority:

Letters of Authority were issued to persons whose academic and professional training was satisfactory to the Department, this action being taken to alleviate in some degree the acute teacher shortage. Letters of Authority were also issued to students of the Faculty of Education who satisfactorily completed a short course extending from September 16th, 1946, until January 31st, 1947; and to a number of students who were not entirely successful in completing the year's course of training in April, 1947.

Letters of Authority issued	421
(including 152 Letters of Authority issued on the recommendation of the Faculty of Education to students mentioned above).	

(d) Special Certificates—Have been issued as follows for the teaching of Art, Music, Dramatics, Physical Education, Industrial Arts, Home Economics, Bookkeeping, Typewriting, Stenography, and Commercial Subjects. Qualifications for these Special Certificates may be obtained by completing prescribed courses at the Summer School of the University of Alberta, or other recognized institutions:

Advanced Certificates	10
Senior Certificates	41
Junior Certificates	178
Kindergarten-Primary Certificates	10
Total	239

INTER-PROVINCIAL MOVEMENT OF TEACHERS

The prevailing direction of teacher movement in Canada is westward. In 1947 some forty-four Alberta teachers asked for transcripts to be sent to the Department of Education at Victoria, British Columbia, whereas only three signified an intention to go to Ontario and only one went to Saskatchewan to teach. Not all of the forty-eight who asked for transcripts actually left this Province, but the figure is probably close to the real number. We have no information as to the reasons why teachers wish to move to British Columbia; it is quite apparent, however, that one compelling factor is the milder climate of British Columbia in winter, and the fact that most of the British Columbia teachers live in well-settled districts such as Vancouver and its suburbs and the towns along the coast and on Vancouver Island.

The number of teachers coming to Alberta greatly exceeds the number annually lost to British Columbia. The figures in the table immediately preceding indicate that one hundred and five teachers came in from other provinces and countries last year. The greatest influx was from Saskatchewan which contributed seventy. No efforts are made to attract teachers from other provinces, nor on the other hand is any impediment placed in the path of those who wish to leave Alberta. We have no authoritative information as to the exact reasons why teachers whose training was obtained elsewhere prefer to teach in Alberta, but in their initial letters which they have written enquiring about the possibility of being granted an Alberta certificate, the following reasons have appeared most frequently:

- (1) They have read, in magazines, articles which induce them to believe that Alberta leads in Education reform, i.e., in curriculum, methods and administration.
- (2) They have a desire to reside in a prairie province close to the mountains.
- (3) They are convinced that salaries are higher in Alberta than they are in their own province or country.

REPORT OF THE SECRETARY OF THE DEPARTMENT

A. Education of Deaf and Blind Children.

Deaf and blind children of school age resident in the Province were sent, as in previous years, to schools providing special facilities for the training of such children. The table below shows the number of children enrolled at each school during each term of 1947:

School	No. in Attendance	
	June term	Dec. Term
Mackay School for Deaf, Montreal	35	34
School for Deaf Girls, Montreal (bilingual)	2	2
School for Deaf, Saskatoon	23	27
School for Deaf and Blind, Vancouver	4	5
Ontario School for Blind, Brantford	13	13
Nazareth School for Blind, Montreal (bilingual)	1	—
Totals	78	81

Of the 81 pupils in attendance at the time of preparation of this report, 68 are deaf and 13 are blind. Seventeen are attending special schools for the first time.

The Department pays tuition and maintenance charges at all schools listed above, and provides escorts for children travelling to and from schools in Ontario and Quebec.

The total amount expended on behalf of deaf and blind children during the fiscal year ended March 31, 1947, was \$46,486.40.

B. Special Classes.

The Department pays a grant to assist school districts and school divisions with the operation of special classes for children who are mentally subnormal and for children who have serious auditory or visual defects. The grant for each class is one half of the salary paid to the teacher. The table below gives information about such classes in operation in the Province during the school year July 1, 1946, to June 30, 1947:

School Board	Nature of Class	Enrolment	Grant Paid
Edmonton Public School	Hard-of-Hearing (1 class)	7	\$ 987.50
	Sight-Saving (1 class)	17	1,251.34
	Sub-Normal (5 classes)	62	5,844.07
Calgary Public School ..	Hard of Hearing (1 class)	13	1,180.19
	Sight-Saving (1 class)	10	1,174.99
	Sub-Normal (4 classes)	64	4,536.48
Calgary R.C. Separate Medicine Hat Public School	Sub-Normal (1 class)	13	725.00
	Sub-Normal (1 class)	16	914.14
Totals	15 Classes	202	\$16,613.71

REPORT OF THE SUPERVISOR OF INDUSTRIAL ARTS

(A. P. TINGLEY)

The revised programmes in Industrial Arts and Technical Electives as well as the new programmes in Farm and Home Mechanics have been in use since September, 1946. During this period their operation has been under close observation in order that sound judgments might be formed as to their effectiveness.

With a few minor changes the programmes as revised should quite adequately meet the needs of the students for whom they were designed. It is gratifying to note the increased interest being manifested in the programmes. The opportunities now afforded for instruction in basic fundamentals must eventually result in students' acquiring better techniques and attaining higher standards of achievement. The programmes for the Intermediate grades will, after a final revision, be printed in a separate bulletin which will be available for the opening of the fall term in 1948.

The desire of the Department to meet specific needs of students in special areas is evidenced by two steps which have been taken during the past year.

In a few centres in the province where the programmes in Farm and Home Mechanics would hold little interest and be of negligible value to students, permission has been granted to experiment with four credit programmes in Woodwork, Electricity, Automotives and Metals, etc. These programmes are filling a real need in the few centres where they are offered.

A committee has been formed to investigate the desirability of setting up courses in Mining for high school boys in mining areas. Such courses would of course include considerable technical training as an integral part of the programme. The value of programmes of this nature has been amply demonstrated in many sections of the United States.

Safety Education.

Safety practices in the shop, the school, the home and the community, continue to be stressed in an endeavour to create "Safety Consciousness" on the part of students, teachers and parents. It is not only desirable but necessary that these efforts towards the establishment of safety practices should be a continuing process rather than spasmodic.

Accommodation and Equipment.

Shop accommodation in basement rooms restricted in area, poorly ventilated and with inadequate lighting is still too common. It should be accepted that if these programmes in the practical phases of education are to receive a fair break that adequate accommodation of an attractive nature must be provided. It is discouraging both to students and instructors to find that the poorest accommodation in the school is considered "good enough" for shop activities.

It is encouraging to note, however, that many boards have realized the necessity for improved accommodation and have made changes to this effect. Other boards when planning for new buildings have incorporated in these plans accommodation of an up to date character for shop and home economics activities. The extremely high costs entailed in building, coupled with shortages in some lines of materials have again been determining factors, in many instances in postponing building.

Equipment is being gradually built up and many boards are now making provision for additional equipment to be secured annually. Increased supplies of equipment of various kinds are now available and the coming year should see further improvement in this respect.

Instructors.

The situation with respect to the supply of qualified instructors still remains critical, a few centres having to remain closed due to the impossibility of securing instructors. The shortage of fully qualified instructors has again made it necessary, during the past year, to extend teaching privileges to those whose qualifications, under normal circumstances, would not warrant such extension.

Very few instructors have, as yet, completed their full training in Industrial Arts at the Faculty of Education, but in the course of the next two years a large number of well-qualified instructors should be available from this source.

As the larger centres in the province expand their educational offerings in Technical Electives under the Composite High School set-up with unit shop instruction, thoroughly trained specialized instructors will be needed to staff these centres. Provision has been made at the Calgary branch of the Faculty of Education in the Institute of Technology and Art for the training of such instructors.

Instructors are, on the whole, providing instruction of a sound nature. An awareness on their part of the importance of their contribution to the whole educational programme is increasingly apparent. Their co-operation in the matter of programme revision coupled with their sincerity in administration is both encouraging and commendable.

Further evidence of their desire to better fit themselves to discharge their duties is furnished by the fact that a large number continue to attend summer session. This must inevitably result in enlarging their background and broadening their outlook as well as raising their qualifications.

Statistics.

As at December 31st, 1947, 131 shops were in operation at 103 centres in the province. Seventy-one of these shops were on circuits served by travelling instructors.

Ninety-two instructors were employed, 71 full-time and 21 part-time.

Twenty-five night classes are in operation at eighteen centres in the province.

Nine new shops were opened during the year. Instruction in shop activities was discontinued in seven centres due to two reasons, the transfer of teachers who had been offering this instruction to other schools and the impossibility of securing qualified instructors to replace them.

The unit registration in Industrial Arts, Farm and Home Mechanics and Technical Electives was 9,650. During the year 44 organization visits were made, 80 shops were visited for the purpose of inspection and 80 reports were submitted based upon these visits.

Fifty meetings, committee, School Board, and Instructors' were attended during the year.

General Observations.

During the past year a circulating library has been set up. The eighty books which comprise the office library have been made

available, on a rotation basis, to instructors throughout the province. This policy has enabled instructors to avail themselves of the opportunity to survey recently published books on many phases of their work. It has also served to stimulate the interest in building up shop libraries.

The need for more courses in practical education as an integral part of our whole educational structure is becoming more and more apparent as startling developments in Science and Industry point the way to environmental changes.

There is increasingly apparent throughout the province signs of growing interest in the values of practical education. This interest, in many cases, has crystallized into action, as a result of which many Boards are planning to expand present facilities while others have decided to make provision for such training. The fact that the traditionally academic type of high school is not meeting the needs of the majority of students is causing considerable concern throughout the Dominion.

As a result of the widespread feeling of the inadequacy of the secondary school curriculum coupled with recommendations growing out of the Survey Committee appointed sometime ago by the Canadian Education Association, there has been initiated by the Canadian Education Association in conjunction with the Canadian Chamber of Commerce, the Canadian Manufacturers' Association and the Canadian Congress of Labour a research project in the field of practical education.

A national committee comprising representatives of national organizations in Commerce, Industry, Agriculture, Labour, the Home, and Education has been set up to conduct a nation-wide survey on practical secondary school education in Canada. To assist in this survey an Advisory Committee has been formed in each province.

Alberta has set up a representative committee and work has already started on the project. The findings of the various provincial committees and the recommendations growing out of the reports of the Dominion committee should prove of real value in moulding the future of practical education.

The past year has witnessed two significant developments in Alberta. I refer to the establishment of the Central Alberta Composite High School at Red Deer and the expansion of the Alexandra High School at Medicine Hat. Both of these projects are meeting a long felt need and the increased enrolments testify to the interest and popularity of the various practical courses being offered at these centres.

Both rural and urban students are provided with excellent opportunities to participate in programmes designed to meet their needs. The City and Divisional Boards that have made possible the provision of such excellent facilities at these centres are to be highly commended for their vision and perseverance.

The extensive building plans in Lethbridge, Calgary and Edmonton have been delayed through increased costs and lack of certain materials. The coming year should, however, bring substantial developments at these centres.

The future outlook for practical education in the province is bright and as the developments in this field prove their worth continued progress may be confidently expected.

Home Economics.

The position of Supervisor of Home Economics has remained vacant during the past year. This office has, therefore, continued to administer routine matters such as the distribution of option forms, registers, grant forms, enrolment forms.

Home Economics instructors were all circularized requesting complete inventories of Home Economics equipment on hand at each centre. Returns have been completed and there is now available a complete inventory of all Home Economics equipment on hand at the various centres throughout the province.

Realizing that the Home Economics programmes were in need of revision the Department appointed a sub-committee of Home Economics instructors to work on this revision. Their efforts are, for the present, being concentrated on revision of the programmes for the Intermediate grades. It is planned to have the revised programmes ready for trial by September, 1948. Co-operation of Home Economics instructors throughout the province has been solicited through circularization requesting observations, suggestions and recommendations. Evidence is not lacking that instructors are carrying out their duties conscientiously.

The supply of Home Economics instructors is still in the critical stage and future prospects of replenishing the supply do not appear bright. One cannot help but observe that promising candidates might be selected from our high schools and encouraged to prepare themselves for specialized training in this field.

Statistics.

As at December 31st, 1947, there were 113 Home Economics centres in operation, 59 of these being on circuits.

Eighty instructors were engaged in offering instruction, sixty being full-time and twenty part-time instructors.

Six night classes were in operation. Instruction was discontinued in five centres due to the impossibility of securing qualified instructors.

The unit registration in Home Economics, Homemaking and Fabrics and Dress as at December 31st, 1947 was 8,991.

REPORT OF THE CORRESPONDENCE SCHOOL BRANCH

(G. F. BRUCE, *Director*)

The Correspondence School Branch opened the year with an enrolment of over 16,000 pupils and students in Grades I to XII. Registrations for the full school year 1946-47, might be tabulated as follows:

Grade I	2,146	Grade VII	1,269
Grade II	1,932	Grade VIII	1,140
Grade III	1,818	Grade IX	876
Grade IV	1,807	Grade X-XII	3,204
Grade V	1,658		
Grade VI	1,517	Total	17,367

In Grades I to VI, 4,320 pupils completed their courses satisfactorily and were recommended for promotion; 2,873, after having been registered as correspondence pupils, were later provided with classroom teacher instruction and their courses were cancelled.

As the teacher shortage is not so acute, the enrolment for the school year 1947-48, has decreased considerably. A comparative statement of enrolment by sections shows a decrease of about 22.5% in Grades I-IX (the elementary and intermediate sections).

	Net Registration	
	Dec. 31, 1946	Dec. 31, 1947
Grades I-VI	9,526	7,396
Grade VII-IX	2,946	2,270
Grades X-XII	3,268	3,159
Totals	15,740	12,825

It is a pleasure to report that an adequate number of lessons in each course was on hand to meet the needs of pupils and students at the opening of the new school year. Many hundreds of pupils got an early start, and are showing more interest and making much better progress with their courses than they did last year.

The total number of supervised centres on December 31, 1946 was 673; on December 31, 1947 it was 556. Last year in order to relieve the Correspondence School Branch, the superintendents of schools arranged for about 100 supervisors to correct many of the lessons of pupils in their schools. This year only 12 supervisors are correcting lessons. Experience has proved that it is much better to have corrections made by the fully qualified teachers in this Branch.

During the fall term of 1947 the teachers have been able to keep the marking of pupils' lessons much more up to date than was possible last year. Fuller and more careful corrections are being given and much better results are being hoped for. It is gratifying to know that the Branch is able to give worthwhile help to thousands of pupils of Grades I to IX who, without the services thus offered, would not be able to receive any organized schooling.

It was decided that, even though Grade IX students had not substantially completed the lessons of their courses, they should be given an opportunity to try the Departmental Examination. Such a policy was adopted in order that no worthy pupil would be penalized because of delays over which he might have had no control. Consequently, 516 pupils, as against 289 in June, 1946, wrote the examinations. The results show a drop in the achievement record below that of the previous year, but it is well to know that no worthy student was retarded. It might be noted too, that two correspondence students were awarded the Governor-General medals for the highest gradings in the Departmental Examination for their divisions in 1947.

It is also a pleasure to state that one young lad in Grade IX, who ran into trouble and was sent to jail, continued his studies by correspondence and succeeded in passing the examination.

In the high school grades, the enrolment has maintained a steady level during the last year or two. In these grades also, students apply for courses and commence work much too late in the school year to produce the best results. However, the Branch does enable

students who find it impossible to attend school and those whose attendance would of necessity be badly broken, to take some courses toward their High School Diploma.

Experience during the past year proved the wisdom of limiting the initial number of credits for which a student may apply. Most students find it difficult to obtain more than 15 to 20 credits a year by correspondence. However, good hard-working students, who can give full time to their studies, often obtain more, and a few of them earn as many as 35, credits in one year.

At the Grade XII level, correspondence students continue to obtain satisfactory results. The percentage of candidates who earned credits on the Departmental Examination was 85.9%. This compares quite favourably with the general provincial average for the year. A total of 680 examination subjects was written in June and August, 1947. Ten to fifteen students who had taken correspondence courses during 1946-47 were accepted as bursary students into the Faculty of Education in the fall of 1947.

The Branch continued in various ways to co-operate with other branches of the Department of Education.

1. It assisted in the preparation of radio programmes for school broadcasts, compiled the *Alberta School Broadcast Guide* for the Spring and Fall series, and prepared evaluation of programmes.
2. Members of the staff of the Branch assisted the Examinations Branch when it was in need of trained office help to send out examinations. Some intermediate and high school teachers were included in the group of teachers chosen to mark Departmental Examinations.
3. The Branch continues to give assistance to different offices of the Department of Education in proof-reading and mimeographing or multilithing small jobs that may be required.
4. Members of the Branch serve on committees concerned with particular problems on behalf of the Department of Education.
5. Experienced and qualified teachers have been assisting in assembling source material for teachers.

To bring our courses into line with the new *Programme of Studies for Elementary School*, a few teachers commenced work toward the end of the year, to write some new courses. In order to assure that the teachers were aware of the needs of pupils at their own grade levels, arrangements were made to have two elementary teachers visit two or three rural schools near Edmonton. They were thereby enabled to see the pupils respond to sample exercises, and so could improve the set-up of lesson material accordingly. Source material is being assembled and extensive work of revising all elementary courses will be carried on throughout the year 1948.

Of a total staff of 153 teachers, 105 of whom were at December 31 on the temporary staff, over 30 teachers worked during the year to improve their academic and professional standing. Three are on leave of absence during the school year 1947-48, taking university courses.

In the fall of 1947 steps were taken to have some pupils of Alberta carry on correspondence with correspondence pupils in Australia. Names and addresses of about seventy interested students are being sent to Hobart, Tasmania, Australia. We look forward with keen interest to seeing the results of this arrangement.

REPORT OF THE INSTITUTE OF TECHNOLOGY AND ART, CALGARY

(J. FOWLER, *Principal*)

During each of the fiscal years 1945-46, and 1946-47, there was made available to the Institute an appropriation of \$100,000.00 for the purchase of much-needed new equipment. Some of this equipment was purchased from the War Assets Corporation, but by far the larger proportion of it came from the manufacturers. The reasons for this distribution were (1) Equipment was becoming more readily available from the manufacturers: (2) There was a greater selection of makes and models, so that the various Departments of the Institute could get the pieces of equipment which most exactly met their requirements for instructional purposes. The generosity of the Department of Education in the matter of re-equipping the Institute is greatly appreciated.

This modernization of the physical set-up of the Institute has brought about several other desirable results. Members of the staff are now justifiably proud of their various departments, and they are able to enrich greatly the content of the courses which they offer. More and more the Institute is becoming a "show-place" and it attracting interested visitors from all walks of life. Through the kindly offices of the Deputy Minister of Education an invitation to visit the Institute on November 12th was extended to the delegates attending the Annual Convention of the Alberta School Trusees Association. Some 160 ladies and gentlemen accepted this invitation. They were conveyed in buses from the Palliser Hotel to the Institute, where arrangements had been made to have classes in operation in all departments throughout the evening. It would be only fair to say that the delegates who visited the Institute were both astounded and delighted with what they saw.

At other times the Institute has been privileged to entertain as visitors, Ministers of the Crown, Deputy Ministers, officials from Ottawa, Toronto, Vancouver, and other important centres—to say nothing of numerous parties from the rural areas, looking for educational facilities for themselves or for their sons and daughters. This increasing interest in the Institute on the part of the general public, and the recognition of the important part it can play in the educational system of the province are most gratifying to the staff of the Institute.

Enrolment:

The following table shows the enrolment from July to December for each of the years since the present principal was appointed:

Year	Day	Evening	Correspondence	Total
1941	260	519	57	836
1942	243	324	64	631
1943	206	269	94	569
1944	226	274	102	602
1945	413	354	267	1,034
1946	605	362	302	1,269
1947	568	462	326	1,436*

*Includes 80 at Summer School.

It may be noted that for the school year 1946-47, the enrolment of 1,269 in December had risen to 1,560 by the end of the school year on account of enrolments which took effect during the Spring of 1947. A similar increase is expected to take place in the enrolment of 1,436 shown for December, 1947.

The 1947 Day enrolment of 568 includes 116 ex-service personnel who are taking rehabilitation training at the Institute. The distribution of this Day enrolment by courses is as follows:

Agricultural Mechanics	54	Industrial Electricity	71
Air Engineers	42	Machine Shop	25
Art	65	Mechanical Drafting	20
Automobile Mechanics	47	Radio Servicing	7
Automotive Electricity	4	Surveying and Drafting	12
Building Construction & Drafting	36	Tractors	10
Commercial Wireless Operating	10	Welding	36
Farm Construction & Mechanics	28	Specials	19
Industrial Arts for Teachers	45		
Industrial Dressmaking & Commercial Cooking	37	Total	568

Day Courses.

The following reports by various Heads of Departments give a close-up view of the work being done in these phases of the Institute's Day programme.

Department of Agricultural Mechanics (Mr. J. K. MacKenzie): "A new two-year course in Agricultural Mechanics was organized in the Fall of 1947. This is really an expansion of the work formerly given under the title of "Farm Construction and Mechanics." This new course is definitely planned to be of assistance to young men who are preparing themselves for a lifework on a mechanized farm. The first year of the course is devoted to Tractor Overhaul and Welding—while the second year includes work on Farm Machinery, Building Construction, Concrete Work, and Machine Shop Practice.

This and other Day Courses are taxing the capacity of the Department to the limit. Some much-needed additional shop space will be provided when the Aero Department is moved from the Shops Building to the Drill Hall in January, 1948. In addition to these Day Courses the Department is also responsible for a healthy Evening Class in Diesel Engines.

During the year several additions were made to the equipment of the Department. Included are the following: A Kerrick Kleaner for the rapid and effective cleaning of tractors and engines, a boring bar and valve grinder, a portable electric welder, three tractors and several stationary engines.

During the summer season a certain amount of extension work was performed in collaboration with the Provincial Department of Agriculture. Members of the staff of this Department officiated

at five Tillage Field Days and served as lecturers and demonstrators at fifteen Harvesting Machinery Short Courses."

Department of Aeronautics (Mr. A. A. Peebles): 1. "The most noteworthy event of the year was the bringing to a successful conclusion of the first three-year course of 30 months to be offered by the Institute. This course broke new ground in that it very definitely offered engineering instruction at the professional level.

The objective of the third year of this course is to prepare students for the examination set by the Royal Aeronautical Society as a necessary qualification for election to the grade of Associate Fellow. The level of this examination may be inferred from the fact that only honours graduates of engineering of a recognized University are exempted from taking it.

Six students entered the third-year class, and all sat for this examination. In view of the facts that this was our first attempt, that previous experience in teaching at the required levels was entirely lacking, and that for this first year the burden of instruction in all the subjects written in the examination fell upon the Head of the Department, the results were far better than could reasonably have been expected. Three candidates passed in all subjects, one failed in one subject, and two failed in two subjects. One candidate obtained first place in pure mathematics. It is submitted that these results would be found to compare favourably with the record of most educational establishments preparing candidates for this examination.

2. The equipment of the Department was very materially increased during the year in spite of the fact that all the equipment ordered was not received. The most notable single addition was a 60,000-pound motor-driven hydraulic universal testing machine with full ancillary equipment, and a Brinell hydraulic hardness-testing machine. Also ordered during the year, for delivery in 1948, were an Izod impact testing machine and a universal fatigue testing machine, both with all necessary auxiliary equipment. The installation of these two items will give the Institute a completely equipped test laboratory.

Other new equipment installed during the year included:

- (a) A complete range of new power wood-working machinery.
- (b) Dope-spraying and sanding equipment.
- (c) Valve grinding machine; precision bench lathe; spark-plug test bomb; magneto test bench; exhaust gas analyser; magnaflux crack detector; gunk tank for cleaning engine parts; a considerable number of hand tools, gauges, carburettors, and other components, a complete Anson wing, two Rolls Royce Merlin aircraft engines and other minor items.

3. There have been no changes in staff during the year. Mr. Saunders, now in his second year, and Mr. Jamison, in his second year since rejoining the staff, are now taking certain phases in third year subjects which will be written on in the Associate Fellowship examination. This has released the head of the Department to take over first year mathematics.

4. The new accommodation for the Department in the Drill Hall is now available and it is planned to move the equipment to its new location during the Christmas vacation.

5. All classes are working well, and showing keen interest. It is difficult to assess progress until the December examination results are known. It is, however, thought that in comparison with last year's classes the present third year class is, on the average, appreciably lower than that of last year, the second year is possibly somewhat better, and the regrettably small first year is very 'patchy.' About half the class show distinct promise.

Art Department (Mr. I. H. Kerr) "Despite a lack of equipment and space the work produced up to May, 1947, was of a high standard, as evidenced by the exhibition held at term's end in the school auditorium. This showing of work was later presented to the public at Eaton's on the fourth floor and in the south-west window in September.

Since October 1st, the new equipment supplied to the Art Department has remedied most deficiencies and allowed more efficient working conditions, as well as enlarging the scope of projects undertaken. Work in airbrush and silk screen is now possible for commercial students, while the skeleton, new anatomical casts and a maniquin model are useful and necessary aids in studying the figure. New lighting fixtures and easels have greatly helped classes in painting. The only serious handicap has been a lack of clay for ceramics and modelling.

The number of students who returned to take advanced work is most gratifying, but a smaller enrolment in first year must be noted—there being only four D.V.A. students. As we become more dependent on students having only private means, more advertising will be necessary to acquaint the public with our Art courses, the quality of instruction and the facilities available.

Last year quite a number of scholarships were obtained from local sponsors and it is hoped that this list will be maintained and even extended.

An exchange of student work with Mount Allison University, New Brunswick, is in project for March, 1948, and it is possible that such exchanges can be arranged with other Canadian Art schools.

A close co-operation among all members of the staff has the effect of maintaining a oneness of aim. The progress of each class in each subject is kept under survey at all times so that an even pace can be held. The general policy is to equip students both technically and aesthetically—not only to deal with problems but to discover their means of personal development and expression through painting. In due course it is hoped that the present student body will contribute to a new school of Western painters. Special encouragement in this line is given through the Art Discussion Group.

A policy of supervising materials used, with an eye to economy, has greatly helped the painting classes, where costly materials can be a deterrent factor.

Commercial classes have dealt entirely with practical projects this year. Decorations for the Annual Military Ball, posters for the Safety Campaign conducted by the Workmen's Compensation Board, cover designs for J. M. Dent and Sons, signs for gasoline pump tops and service stations for Lionoil Company, etc., not only give the students a feeling of being "on the job" and dealing with

specific problems, but for those whose work is accepted there is also the satisfaction of monetary reward.

With the installation of a new kiln, potters' wheels, and other equipment, work in ceramics is now being undertaken in a serious way by the Art Department. It is planned to offer a three-year course in ceramic design to train students as designers and artist craftsmen in the expanding ceramics industry in Alberta. At the moment there is no such course available in Canada.

For some years we have had a nominal modelling department but during the present year this class has been made compulsory for all years. At present, modelling is conducted chiefly as an extension of the painting classes for a better understanding of form and anatomy, but some students who show special aptitude will be permitted to specialize, especially along commercial lines. A close co-operation is maintained with the Ceramics Department. Certain inexpensive equipment will be needed to develop the course more fully.

Our Saturday Morning Children's Art Classes were given a fresh lease of life when the fee was reduced from \$10.00 to a nominal one of \$3.00. Enrolment has been limited to 100 pupils, ages 8 to 16, selected from the city public schools by their own art teachers. The 100 children are divided into age groups under four instructors. The project has been received with considerable enthusiasm and the standard of students is higher than expected. On the whole these classes are not to teach the children the academic side of drawing and painting but rather to broaden their sense of design and develop their naturally good taste. The one specific principle is the development of child art. Due to the inexperience of the instructors in this field, no set policies of instruction have been adopted except one of broad experimentation for this year, to be applied to courses of following years. The instructional staff of the Art Department feel that a strong start has been made which will justify better financial support in the future.

The Art Department and the Students' Associations: Healthy interest and willing co-operation on the part of art students has been noticed, a welcome improvement over former years. With the exception of Athletic chairman, candidates were nominated from the Art Department for every executive office in both the fall and winter elections, and no student nominated declined to run. In the fall elections, Art students were elected to the positions of secretary, literary chairman and social chairman. In the winter term, Art student became president and secretary of the Association. Defeated candidates have with excellent spirit fitted themselves into other committee positions. The Art Department sponsored one "lit" programme in the fall term, with notable success. Once again, good feeling was in evidence and a new precedent was set when the advanced students joined the freshmen in assuming their share of the effort. *The Tech-Art Record* has received the active support of another group of students. The editors during both the 1946-47 and 1947-48 terms have been art students and the executive, largely composed of members of our department, produced a book of unusual quality in the spring. A similar

group of students are working diligently toward an even better book for 1947-48.

The Art Discussion Group was re-organized with the fall term, its being felt that greater teacher participation was necessary. A definite programme was arranged for the year with emphasis on experimental Art. Explanatory and instructive talks have been given by various members of the Art Department staff. Average attendance has increased over the 1946-47 term. Featured during the fall term was a lecture by Mr. Stephen, of Dent and Son, Publishers. It is felt that numerous other school activities may affect the attendance at these evening meetings. Drawing to music, figure drawing and art library work are further interests of this group."

Department of Automobile Mechanics (Mr. C. A. Choate). "This Department is much better equipped than ever before in its history. This year the number of students per instructor is also favourable to the highest quality of instruction.

A total of 99 students benefit from instruction in this department. There are 49 students in the 1st, 2nd and 3rd years of the Automobile Mechanics Course and in the course in Automotive Electricity. Industrial Arts students total 24 and there are 26 students enrolled in a night class.

New equipment for laboratory purposes includes engines for Pontiac and Chevrolet 1946 passenger cars; standard transmissions and rear axle assemblies with brake assemblies. A hydromatic transmission is included. Carburetors, generators, starters, etc. and instructional charts are available. Auto electrical equipment includes all essential items of electrical apparatus for four of the most popular 1946 cars.

Shop tool equipment acquired in the year 1947 included front axle, wheel and frame aligning and straightening tools, together with a wheel balancer providing for training in recognition, adjustment and repair factors so important to safety.

New Porter-Ferguson Hydromatic Method equipment has put the Auto body repair section of the shop in a sound position and abreast of the well equipped commercial shop.

A new lathe of well-known make has been installed for general use of the Automobile Mechanics Department.

A new tool room in the first year shop has been installed and should improve the tool room training which students, in turn, are given."

Department of Building Construction and Drafting. (Mr. M. J. Tomlinson): "When the Institute took over the "K" Building, it was thought that the space requirements for Building Construction, Industrial Arts and Drafting would be amply met. However, with revised courses and schedules, heavier enrolment, and much new equipment, the space in these quarters has become somewhat congested.

Never intended to be more than a temporary building, the type of construction below the floors is such as to render the life of the whole building extremely problematical. The sills and joists have already become the prey of dry rot. There is no adequate system of ventilation to protect the underparts of the building and, consequently, they may be expected to rot out very quickly. In fact,

he floor in he men's washroom has begun to heave already in some places, and to sink in others.

New equipment is still coming in from time to time, usually in an incomplete condition. In some cases, months pass before all essential parts arrive and thus make it impossible to use the equipment. One of our newer pieces of equipment is an Electronic Wood-Welding machine which obviates long hours of waiting for glue to set. Modern Radial saws, Electric handsaws and sanders, lathes and planers, and concrete mixing and testing machines and devices, all enable the department to present modern methods in shop and building construction to students in both Building Construction and Industrial Arts."

Department of Electricity (Mr. D. C. Fleming): "The jobs done by students in this department during the current school year include the following:

1. Twelve 1000-watt floodlights installed in rink.
2. Sixteen 80-watt double fluorescents installed in a semicircle in the Art Department for special lighting for life study classes. This gives a minimum intensity on any easel 60 ft. candles with no shadows.
3. Forty-two 80-watt double fluorescents installed in "K" Building for drafting classes, giving a minimum of 50 ft. candles on any table.
4. A 40 Kw. dc. generator with panel installed in tractor shop for testing power output of diesel and gas engines.
5. Modern planer with electric controls installed in machine shop.
6. Wiring diagrams of entire building are in preparation. When completed these will give exact information on location and carrying capacity of all wires, switches, fuse boxes, etc.

New equipment installed in Electric shop includes:

1. Automobile generator tester.
2. Coil winder for $\frac{1}{4}$ to 100 H.P. motors, using foot control and having a turns counter.
3. Automatic start 110 volt a.c. farm lighting plant.
4. Thirty-two volt Delco gasoline driven generator.
5. One thousand watt 32 volt Wincharger.
6. Several variable speed drives.
7. Automatic heat control in oven, using 2 Kw. infra-red bank of lights.
8. Motor kits for practice designing windings and actual winding.
9. Several electric meters.

New equipment for Radio Servicing and Commercial Wireless Operating Courses includes:

1. Wire recorder to be used for sending code in Commercial Wireless class.
2. Two Army 19 combined transmitters and receivers.
3. Radio testing equipment.

It is interesting to note that the post-war demand for graduates of the Commercial Wireless Operating course has been very gratifying to date. This has been due mostly to expansion of commercial airways services and also to the resulting expansion of D.O.T. weather observation and aid to navigation stations.

Graduates have found ready employment with the following companies: T.C.A., C.P.A., Department of Transport, Alberta Forestry Service, and to a lesser extent with the maritime ship service. This latter field should become more active as it settles down to normal peace-time service.

In addition to vocational opportunities in the above-mentioned fields, the armed services have been very ready to enlist suitable candidates for wireless work and have given special concessions in trade and rank ratings to holders of commercial certificates."

Department of Industrial Dressmaking (Miss M. J. Hinman): "The following new equipment was installed during the year:

- 3 Electric Sewing Machines.
- 3 Treadle Sewing Machines.
- 6 Dress Models—modern fitures.
- 1 Steam Iron.

The enrolment of 16 students in the dressmaking option in the second year of the course is the largest for many years and may be taken as indicating that the class is satisfied with the instruction received.

In the first year there are seven special students—five transferred to the Institute to complete training begun under C.V.T., and two attending Crescent Heights High School on a half-time basis.

It is also interesting to note that one of our first year students is an English war bride who has come to us to learn sewing and Canadian food customs and methods of preparation.

The Commercial Cooking option in the second year of the course was not offered this year on account of insufficient enrolment."

Evening Classes (F. G. Young): "The enrolment by classes for the year 1947-48 is as follows:

Saturday Morning Art	101	Machine Shop	40
Art	33	Mechanical Drafting	15
Automobile Mechanics	27	Amateur Radio	17
Carpentry	24	Advanced Radio	8
Craftwork	25	Sheet Metal Drafting	1
Diesel	10	Welding	33
Drafting for Builders	20	Woodwork	12
Dressmaking	77		
Electric Theory	19	Total	462

"Interest in Evening Classes continues to remain about the same. Dressmaking, Welding, Carpentry and Machine Shop continue to be the popular courses. Art, in spite of competition is still popular and holding its own.

Saturday morning Art this Fall has increased to 101 students. This is due to the attendance of Calgary School children who have been recommended by teachers. Of the above number it is known that 75 are in attendance as a direct result of such recommendations. Eight are being sponsored from boys' and girls' town clubs. Eight are normal enrolments from interested people.

The Code Class has been revived. Instead of this appealing as formerly to those seeking enlistment, the course is now designed

for those wishing to qualify as Amateur Radio Operators. The course consists of Code, Theory and Amateur procedure. On completion of this course, the students should be able to qualify for their amateur tickets."

Correspondence Courses (Mr. A. Higgins): "In the Correspondence Department of the Institute, total enrolment shows a slight increase over the previous year in spite of the fact that we did not have the heavy enrolment of navy veterans in the steam courses that we had in 1946. Answer papers returned for correction increased by approximately 10% to a total of 4,173 for the year and students on the active list numbered slightly over 400.

Students still continue to enrol from such widely scattered points as Northern Quebec, Yellowknife and the Yukon Territory in addition to the usual quota of aspirants for steam and mining from our own and the neighbouring Provinces of Saskatchewan and B.C.

Examination standards in steam and mining have been definitely on the upgrade due in a great measure to the influence of our courses but also due to the higher educational attainments of the candidates. This latter improvement has been very noticeable over the past ten years. The student with only grade V standing or even less has almost disappeared and the majority have one or more years of high school training.

The following is a breakdown of the academic standing of the students receiving service during the past year:

University graduation	3	Grade 8	96
4th year university	1	Grade 7	43
2nd year university	1	Grade 6	22
1st year university	2	Grade 5	13
Grade 12	40	Grade 4	13
Grade 11	52		
Grade 10	57		
Grade 9	60		
		Total	403

Staff:

During 1947 the Art Department of the Institute again suffered a loss through the resignation of Mr. J. W. G. Macdonald, Head of the Department who received an appointment to the staff of the Ontario College of Art. Mr. Macdonald had only been with us for one year but during that time he had given excellent leadership in the Art Department.

To replace Mr. Macdonald we were fortunate to secure the services of Mr. Illingworth H. Kerr, who came to us from Vancouver. Mr. Kerr has distinguished himself both as an artist and as an author, and we are expecting great things from his appointment.

Other appointments made to the instructional staff during 1947 include:

Mr. A. J. Roper, B.A.Sc., Instructor in Electricity.
 Mr. W. Partin, Instructor in Radio.
 Mr. A. T. Miller, Instructor in Electricity.
 Miss E. M. Buchanan, Instructor in Dressmaking.

The following additions to the part-time staff were also made:

Mr. L. O. Lindoe, Instructor in Art.
 Mrs. M. Nicoll, Instructor in Art.
 Mr. J. P. Bird, Instructor in Machine Shop.
 Mr. H. P. Bishop, Instructor in Tractors.
 Mr. P. A. Baker, Instructor in Tractors.

Eight of these appointees are graduates of the Institute.

During the summer of 1947 a number of our instructors undertook postgraduate work in various places. Miss Hinman and Mr. Tomlinson attended Summer School at Corvallis, Oregon, while Mr. Perrott enrolled for a number of courses at Pennsylvania Academy of Fine Arts, near Philadelphia, Penn. Mr. Nelson visited electrical factories and shops in Spokane, Seattle and Vancouver. Mr. Wynne made a similar trip to automobile factories in Oshawa and Windsor. On the way back from the East he stopped off at Saskatoon to see the set-up for Agricultural Mechanics at the University of Saskatchewan. Such visits to industrial plants and other institutions are of value to our shop instructors to enable them to keep in touch with modern practices and procedures.

Extension Work:

During 1947 it was deemed wise to terminate the co-operative effort between the Department of Extension of the University of Alberta and the Provincial Institute of Technology and Art in the matter of operating the Banff School of Fine Arts. With the establishment of the Banff Foundation and the proposed expansion of the work, the control of this school is now entirely in the hands of the University of Alberta. Even so, members of the Institute staff still continue to act as instructors at Banff during the summer months.

As in former years Messrs. J. K. MacKenzie and J. R. Reid of the Institute staff assisted the Extension Service of the Department of Agriculture by putting on one- and two-day schools on Tillage and Harvesting Machinery at many points in Northern Alberta during July and August of 1947. In all, approximately 1,000 persons from the farms took advantage of these demonstrations.

Student Activities:

The upsurge of school spirit which was mentioned in last year's report, has been even more noticeable during the school year 1947-48. Under the capable leadership of certain rehabilitation trainees the Students' Association is functioning most satisfactorily. Social evenings are held about every two weeks. These have been well attended and are most enjoyable functions.

The weekly "Lit" programmes sponsored by various classes have been of higher quality than ever before in the history of the Institute, while the attendance of both staff and students at these meetings has been most gratifying. The planning, rehearsing, and production of these programmes have a very considerable educative value to those who participate in them, and this enables these students to give leadership in cultural work when they return to their home centers throughout the Province.

In the field of athletics, basketball, volleyball, hockey, boxing, wrestling, and rifle shooting are all very popular this year, and Tech teams are taking high standing in various city leagues. Early in May, 1947, a most successful field meet was held at St. George's Island Park. Participants were numerous in all events and competition was keen. A picnic lunch was served to all through the efforts of Miss Hinman and her staff and students.

Last Spring the Choral Society and the School Orchestra produced the operetta "The Belle of Bagdad" which played to an appreciative audience of over 750 persons in Central High School

Auditorium on the evening of March 26, 1947. The value and pleasure derived from this training in vocal and instrumental music, in deportment and acting, and in stage management can hardly be over-emphasized.

In the month of December the Principal of the Institute was made a member of the Apprenticeship Board of Alberta. He has hardly yet had an opportunity to become acquainted with the duties and responsibilities pertaining to this office. However, if the Institute is to play its part in the apprentice-training programme it is important that its staff should be represented on the Board, so that first-hand information may be available as to the plans and policies of the Board. It may be well to point out at this time that any programme of short course training for apprentices should not be allowed to interfere with or detract from the longer type of courses which have been developed by the Institute and with which is associated a comprehensive scheme of extra-curricular activities whose value to the students and to the Institute can hardly be over-emphasized.

The loyal and devoted service of the members of the Institute staff, the excellent leadership provided by our heads of departments, and the enthusiastic and untiring work of Mr. E. W. Wood, Shop Director, particularly in the matter of the purchase and installation of new equipment but also in the general direction of the work of the Institute is gratefully acknowledged. Mr. Wood's sound advice in the matters of policy has been greatly appreciated, as also has been his willingness to assume responsibility during the absence of the principal.

REPORT OF THE SCHOOL-BOOK BRANCH

(WILLIAM H. NOBLE, *Manager*)

Thirty-three years ago, the Government organized a modest establishment which was known as the School Libraries Branch. The function of this organization was the distribution of books in lieu of library grants. After this small Branch had been operating for 13 years, an opportunity was seen to develop its service to the Alberta Educational System on a much broader scale.

A reorganization of the School Libraries Branch took place in the year 1926. Out of this change the present School-Book Branch evolved. The subsequent history is a story of expansion and progress. Today, the Branch is one of the largest distributors of educational books in the Dominion of Canada. The limits of this development are not yet in sight.

It is with gratification that the Management reports this year as the most successful in its record of operation. In spite of unforeseen difficulties and uncontrollable delays caused by post-war dislocations, our volume of business is greater than ever before.

The Function of the School-Book Branch.

The primary function of the School-Book Branch is the distribution of text, library and reference books to students and teachers in all Alberta Educational Institutions below the level of Univer-

sity. It is our objective to have immediately available stock of all of the thousands of different titles that are recommended by the Department. In effect, the School-Book Branch is charged with the responsibility of supplying approximately 155,000 students and 5,800 teachers with the means to pursue their courses.

Providing the school book requirements of the Alberta Schools promptly, efficiently and economically, is our aim. The distribution of the books is effected through the media of divisional and district school boards, hundreds of book dealers and an ever growing mail order service.

An elaborate network of connections with Canadian, British and American publishers permits us to obtain any book which is in print. This close association with the leading publishing houses enables us to procure, on short notice, special reference books required by individuals and school boards.

Salient Activities of the Past Year.

The general outline of a few of the more prominent aspects of the year's activities, as outlined below, is inclusive of School-Book Branch operation during the period January 1st, 1947 to December 31st, 1947.

1. The Distribution of New Textbooks.

Among the new books recommended for reference use or authorized as textbooks, the facts concerning the newly prescribed textbooks in the subjects Arithmetic, Language and Music for Elementary School are the most significant. In spite of carefully laid plans and requisitions placed with the publishers long in advance of school opening, the Branch was not able to obtain all of the necessary stock when it was needed. The publishers failed to fulfill their commitments. In their defence, it is only fair to state that the shortage of manufacturing material and labour difficulties were great handicaps to production.

Every effort was made by the Branch to speed the delivery of the new textbooks. The situation is now much improved. Only the music textbooks in the upper grades of Elementary School are still to arrive.

2. Books and Tests for the Guidance Programme.

The inception of a new guidance programme for Alberta Schools has resulted in a growing demand for books and tests recommended by the Supervisor of Guidance. The authorized standardized tests and reference books have been added to our stock and the Branch now offers a good selection of aids to guidance.

In order to inform teachers of the availability of the guidance material, the Branch has circularized the principals of hundreds of school districts. Furthermore, the Department's Guidance Supervisor is exhibiting a complete display of these titles and tests at the many Guidance Institutes which are being held with teachers throughout the Province.

It is anticipated that the Branch will find this phase of book supply developing more rapidly in the near future.

3. *Sales Promotion.*

Systematic efforts have been made during the year to acquaint students, teachers, school boards and dealers with the diversity of School-Book Branch titles. Many thousands of price lists and requisition forms, catalogues and circulars have been mailed to all parts of the Province.

Three new catalogues with price revisions were printed for school opening. So unsettled are conditions in the publishing world that it is most difficult to keep book quotations current. Consequently, catalogues become out-of-date within a short time.

In addition to an extensive advertising campaign by mail, the Branch maintains an attractive Library Reading Room for the use of teachers. In this room is to be found every one of the thousands of titles stocked at our office.

4. *The Extension of Discount Privileges.*

It is the concern of the School-Book Branch to ensure that the boys and girls in the Alberta School System are able to purchase their books at the lowest possible prices. To this end, the Branch extends a liberal discount to school boards and divisional offices on orders of reasonable size.

This year a system was instituted which is designed to enable teachers to send their personal and pupils' orders directly to the School-Book Branch. A special discount authorization form frees them of the necessity of having to refer each cash requisition to their school authorities, in order to secure a discount. The arrangement has worked very well. Delivery of orders has been quickened and schools have been saved thousands of dollars by their teachers taking advantage of discount authorization form system.

It should be added that the Department's policy of not permitting the sale of books to become a source of revenue, is still operative. The privilege of a discount is granted only when the books are to become the property of the School or when the books are resold to the students at the wholesale rate.

5. *The Continued Growth of School Libraries.*

The steady progress in building up school and divisional libraries continues. The Management believes that the improvement of school library facilities is one of the more important aspects of development in the school divisions. Children in our classrooms now have a wider variety of good books for use in their studies and recreational reading, than ever before.

Co-operation with each school board in developing an adequate library is the constant endeavour of the School-Book Branch. Generous discounts are extended and transportation costs are prepaid on all but the smallest book shipments. In every way possible, through minimum prices, prompt service, wide distribution of catalogues and advisory correspondence the Branch is encouraging teachers and school boards to better and increase their selection of library books.

Although the library facilities in our Alberta Schools are improving a great deal remains to be done. There is wide

variation in the library standards from school to school and from division to division. Figures cited in the financial section of this report reveal that the average per capita expenditure on school books is very low.

Financial Report.

A review of the financial aspect of the School-Book Branch operation for the past year shows that the business is in a sound condition. The figures cited herein are selected from the Provincial Auditor's Reports which appear in the Public Accounts of the Province of Alberta.

The latest official figures available are those for the fiscal year from April 1st, 1946 to March 31st, 1947 inclusive. A few significant statistics for this period follow:

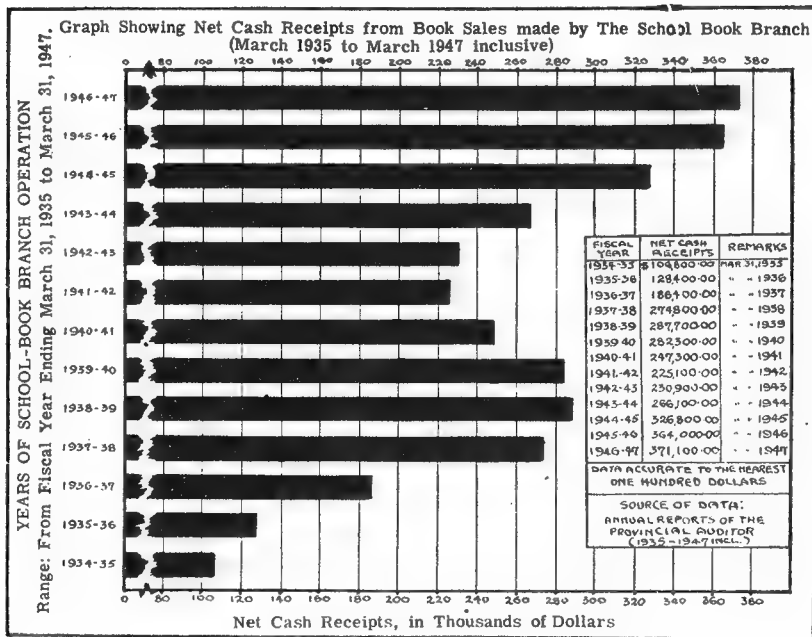
- (a) The total net cash receipts from books sold by the School Book Branch amounted to \$371,117.25. This sum represents the largest cash volume of sales attained since this Office was first organized.
- (b) The average expenditure for school books of all types purchased from our Branch, during the period covered by the last fiscal year, did not exceed \$2.40 per pupil. That is, during the twelve month span between April 1st, 1946 and March 31st, 1947, parents', teachers' and school boards' total expenditure of moneys for new books, with which to educate our young people, averaged less than 1.2 cents per school day per student. This estimate is based on a total enrolment of 155,000 students, a school term of 200 days and net cash receipts of \$371,117.25 for the fiscal year.

There is, of course, a wide variation from school to school and from student to student in the value of books purchased. However, this average outlay is obviously very modest. In general, although progress is being made, a much more generous expenditure is required before most of our schools can be adequately supplied with books.

- (c) To replenish stock, the Branch made purchases from the publishers amounting to a total of \$310,545.27. Here it should be reasserted that the policy of procuring books, wherever possible, from Canadian sources is being maintained. In practice over 90 per cent of the thousands of titles carried on our shelves, are purchased through Canadian Publishers or Canadian Agents.

School-Book Branch Development.

The general trend in business since the beginning of the School-Book Branch has been toward expansion. On looking back through previous records, it appears that one of the most interesting periods in the development of the Branch lies between the years 1934 and 1947 inclusive. At the beginning of this range Alberta was in the depths of an economic depression, while at the other end of the scale the Province was enjoying the heights of relative prosperity. Set forth immediately below is a simple graph depicting the growth of our organization during this time, in terms of sales volume.



Cumulative totals for value of book sales and the number of volumes distributed since the School-Book Branch was organized reveal some conception of the magnitude of the book business conducted over the past 22 years:

- (a) Accumulating the net cash receipts for the fiscal years December 31st, 1926 to March 31st, 1947, we find that books to the total value of \$4,508,457.45 have been sold by the Branch.
- (b) A conservative rough estimate of the total number of volumes distributed since the inception of the School-Book Branch runs at 6,400,000 copies. If for some strange reason, all of these volumes were laid touching end to end in a single line, they would cover a span of at least 800 miles. In terms of distance by rail, the single book track would stretch from Edmonton to Winnipeg!

Current and Future Book Supply Problems.

The common post-war conditions causing shortages and high prices are operative in the fields of book manufacturing, publishing and book selling. Over most of these conditions the School-Book Branch has little control.

1. Book Material Shortages.

Publishers report that they are experiencing great difficulty in securing adequate supplies of paper, millboard and cloth with which to manufacture books. For example, one of the largest producers of Canadian school books is surveying the possibility of obtaining a specially coated kraft paper from England to take the place of cloth for binding which he cannot purchase. This substitution is admittedly an expedient second best. The recent

Dominion Government restrictions on textile imports will aggravate the shortage situation for some time.

Publishers are still being allotted a monthly quota for their paper requirements by the mills. The acute paper shortage has prevented most publishers from producing more than the bare minimum supply of books required for a given year. There are few stock piles of school textbooks. Low printing "runs" mean high prices.

2. *Price Increase on Books.*

The price of the constituent material going into the manufacture of books has increased rapidly. Estimates, based on comparative production figures of reliable publishers, reveal that the manufacturing costs of books have advanced during the past twelve months, by very substantial amounts. Since January 1947, the following increases have come into effect: cloth 40 per cent, board 40 per cent, paper 35 per cent and labour 18 per cent. The costs of many other essential materials and services are rising in like manner.

As an over-all figure it is safe to state that book prices have risen to at least 50 per cent more than they were in 1939. There is no guarantee that production costs will not go much higher. It appears certain that the general trend toward higher prices will continue for the next twelve months.

Services Rendered by the School-Book Branch.

The policies under which the School-Book Branch distributes the school book requirements for the Province of Alberta, permit the direct extension of benefits to parents, students, teachers and school boards. The main objective is to supply books efficiently at the lowest possible prices under existing conditions.

The Branch is in a particularly favored position to provide this service for the following reasons:

- (a) It is not a revenue producing agency. It is the policy of the Government that the sale of school books shall not be a profit making business. Entirely self supporting, the Branch meets all charges of operation including salaries of Staff, rent, insurance, interest on Government capital invested and sundry expenses. However, the small margin of profit set on the publishers' net quotations is designed to offset only the overhead costs of operation. Placed in this advantageous situation, it is possible to supply school books at comparatively low prices.
- (b) School book prices are standardized throughout Alberta. Students and school boards far removed from the source of book supply are thus in a position to secure books at the same prices as they are offered in the large cities and towns.
- (c) The lowest transportation costs are paid on the large consignments of books brought in by the Branch. Often books are secured in carload lots. Mass purchasing power helps to reduce the costs of obtaining school books.
- (d) The School-Book Branch functions as a large repository of authorized text and reference books, making them readily

available. The stock of titles carried on our shelves cannot be duplicated in variety, quantity or quality by any book seller in Western Canada.

The Management and Staff of the School-Book Branch look forward to the coming year in which they hope to continue and improve their service to the Alberta Educational System.

REPORT OF DIRECTOR OF SCHOOL ADMINISTRATION

(H. E. BALFOUR)

The Directorate of School Administration has been characterized throughout the year by a very satisfying degree of co-operation. The heads of branches listed below have contributed the data embodied in this report.

J. Frank Swan, Associate Director.

Alex P. Wilson, Manager of the Grants Branch.

Austin T. Scoffield, Manager of the Debenture Branch.

C. Garfield Jewers, Manager of the Buildings Branch.

Albert B. Wetter, Field Administrative Officer.

The Associate Director has the responsibility of collecting detailed information and preparing for signature and publication all Ministerial Orders relating to organization and reorganization of school districts, and divisions, transfers of parcels of land and entire districts, borrowing authorizations and adjustment of assessments; he also prepares the data for payment of grants to families in unorganized territory, exercises supervision over the elections of trustees, polls of electors, and school van contracts, all entailing a very impressive amount of detail and heavy correspondence. In addition Mr. Swan is Secretary of the Department; his own report in that capacity, dealing with the clerical staff, handicapped children and other matters will be found elsewhere.

The Manager of the Grants Branch receives term returns, financial statements and other reports from trustee boards and teachers, and acts as the statistician of the Department. He computes the various grants payable to boards and certifies these for payment. He handles correspondence regarding salaries and deductions, retirement fund and teachers' association fees and replies to the numerous inquiries regarding eligibility for grants, computations of salaries and related matters.

The Manager of the Debenture Branch is consultant for the Department and for Trustee Boards in all technical details involved in the preparation of debenture issues for sale to investors, calls for tenders when the Department has been appointed sales agent, and registers the debentures and the details of sales. In addition, he is responsible for distribution of incoming correspondence to the appropriate branches, and for the maintenance of the general filing system.

The Manager of the Buildings Branch, receives all plans and specifications of new school buildings and of major alterations and advises school boards regarding changes required or advocated by the Architects Branch of the Department of Public Works, by

the Fire Commissioner, the Department of Health, or others with whom he has liaison, supervises the awarding of contracts, and maintains records of all plans. For very small schools, costing less than \$10,000.00, he prepares and issues standard plans. In addition, his Branch has charge of the official maps of school districts and divisions, keeping these up to date and correct. He has now a full-time assistant in the work of preparing reference maps of all divisions, photostats of which are being issued to trustee boards.

The Field Administrative Officer travels about the Province, visiting Divisional Offices and assisting the Secretaries and Boards in financing and maintaining accurate and accessible records. His reports to Chairman of Trustee Boards and to the Department provide effective and systematic supervision of financial affairs of local boards. Between field trips, he examines budgets, audited statements, and allocation of requisitioning; these activities have tended to minimize financial difficulties, and disputes and to improve the efficiency of divisional offices. An increasing number of the town, village and consolidated districts which have not been included in divisions are requesting similar inspection, supervision and financial advice.

The co-ordination of the work of the foregoing branches is the responsibility of the Director of Administration. Certain special problems have also been referred to this official, concerning the sale to school boards of surplus war assets, including camp buildings, negotiations leading to inclusions of districts in divisions, allocation of assets and liabilities consequent upon re-organizations, authorization of isolation bonuses to teachers of particular schools, and distribution of payments by the Dominion Government on behalf of Japanese evacuee pupils.

Co-operation between the officials of this Branch is aided by the use of a "circulation file" which ensures that each sees a copy of every communication to school boards by the others, but it is appropriate that mention be made of the willing and ready co-operation of all in discussing actions taken or proposed. The Branch has now been equipped with an electric computer which is invaluable in speeding up the many computations involved in grants, requisitions, assessment adjustments and the like.

Among major problems facing the Branch and affecting the local school authorities, are the following:

1. Trends of costs of the buildings made necessary by population shifts and by development and the recognized improved efficiency of centralized elementary schools and of larger and more completely composite high schools.
2. Debenture issues and the trends of the securities market.
3. Adjustments of grant schedules which may be required as a result of recent changes in assessment, particularly affecting farm lands.
4. Means of effecting further consideration of plans of districts or divisions in relation to those of other units. It seems particularly desirable that an up-to-date and efficient type of secondary schools, staffed and equipped to serve the vocational interests of pupils be located wisely and within reach of a sufficiently large number of pupils and not as a result of rivalry between nearby centres. This will require

co-operative planning on the part of adjoining school divisions and districts, and the provision by this Branch of judicious assistance and advice.

Organization.

Three new school divisions were formed during the year:

Lacombe School Division No. 56 was created by withdrawals of districts from Red Deer, Ponoka, Rocky Mountain and Stettler Divisions. The divisional office is at Lacombe.

Thorhild School Division No. 57 with office at Thorhild, was formed of districts withdrawn from Smoky Lake, Sturgeon and Athabasca Divisions.

Coal Branch School Division No. 58 was formed by combining the school districts of the coal-mining camps from Sterco to Mountain Park. The Divisional office is at Mercoal.

Nine new school districts were established. Of these, seven have been included in school divisions. (See table 34 for names). Approximately one hundred and forty eight sections of land were involved in these establishments.

Eight previously established rural school districts were included in school divisions.

In addition to the establishments referred to above, approximately thirty-two sections of land were added to districts already established. Thus, the total area of previously unorganized territory brought into school districts was approximately one hundred and eighty sections.

Three school districts were dissolved: The Beaverlodge Rural High School District No. 14 because it had been taken over by Beaverlodge School District No. 2341, which has now been included in Grande Prairie School Division No. 14; the Hastings Coulee Consolidated School District No. 64 as a step towards incorporation in the Forestburg Consolidated School District No. 45; and the Cushing Lake School District No. 4860 because of the lack of children of school age.

The following School Districts were included in School Divisions by mutual agreements under the provisions of Section 280 of The School Act:

School District Towns	No.	School Division	No.	Additional Requisition Urban	Rural
Leduc	297	Clover Bar	13	\$2,500.00	Nil
Ft. Saskatchewan	91	Clover Bar	13	2,500.00	Nil
Tofield	1939	Holden	17	909.00	\$ 371.00
Bow Island	1883	Foremost	3	1,300.00	Nil
Pincher Creek	121	Pincher Creek	29	4,500.00	Nil
St. Albert	3	Sturgeon	24	1,850.00	900.00
Ponoka	423	Ponoka	34	2,983.75	713.50
Daysland	1539	Killam	22	2,500.00	1,800.00
Villages					
Beaverlodge	2341	Grande Prairie	14	1,677.00	580.00
Vilna	3983	Smoky Lake	39	275.00	Nil
Hay Lakes Village	3876	Camrose	20	475.00	Nil
Provost	1896	Provost	33	2,836.00	Nil
Hughenden	2265	Provost	33	2,760.00	Nil
New Norway	439	Camrose	20	300.00	Nil
Andrew	393	Lamont	18	1,200.00	Nil
Lougheed	1792	Killam	22	500.00	Nil
Veteran	3325	Neutral Hills	16	Nil	Nil
Noble	2243	Lethbridge	7	Nil	Nil
Strome	1978	Killam	22	1,100.00	257.00
Alliance	3376	Killam	22	1,250.00	Nil
Viking	1906	Holden	17	Nil	Nil
Consolidated					
Champion	40	Macleod	28	1,000.00	Nil
Coaldale	9	Lethbridge	7	1,188.00	9,812.00

In addition the Village District of Oxford 687 (Bentley) completed arrangements for inclusion in Lacombe School Division No. 56, but the actual inclusion has been deferred until 1st of July, 1948.

A number of amendments have been made by mutual consent, to existing inclusion agreements. Preliminary work has been done regarding the inclusion of other Districts in Divisions.

Since the school divisions were first established affecting rural school districts only, they have been augmented by Town, Village and other districts as follows:

	Included to date	Operating Independently 31 Dec. 47
Town (including city)	26	32
Village	59	48
Consolidated	19	22

Twenty-three of the Divisions now include, by agreements, all of the town and village districts within their boundaries.

Taxation.

Some difficulty was experienced in securing correct apportionment of requisitions upon incorporated towns and villages, municipal districts and other tax collecting authorities, based upon the applicable assessed valuations. The main difficulties were: (1) In urban districts, the use of the 100 per cent fair actual value of buildings and improvements, the inclusion of personal property assessments, and the exclusion of business assessments; (2) In rural lands surrounding incorporated towns and villages, the proper application of the percentage reductions or increases in assessment authorized by the Minister under The School Taxation Act; (3) In divisions, the additional requisitions required under the agreements of inclusions of towns and villages, and by resolutions on the hamlets and villages.

In the interests of uniformity and accuracy of procedure the use of the two forms has been required:

- (a) The "Certificate of Assessment" completed by each collecting authority and forwarded to the proper requisitioning authorities.
- (b) The "Requisition" form which shows the proper apportionment of requisitions upon each collecting authority concerned. A copy of this letter form is forwarded to the Department for checking.
- (c) Budgets submitted to the Department for checking and approval reveal many errors and keep the Department informed regarding taxation trends.

Only six school districts in the Province levy and collect their own taxes, four of them located within National Parks: Banff No. 102, Laggan No. 1063, Jasper No. 3063, Waterton Park No. 4233, Nordegg No. 3211 and Chinook Consolidated No. 16.

Forty-three districts comprising urban and rural property were granted reductions of assessment of from 10 per cent to 50 per cent on farm lands for the purpose of apportionment of requisitions. Only one was granted an increase in such assessment.

Borrowings.

During the year, forty school divisions and sixteen school districts applied for the Minister's approval of short-term borrowings, usually to obtain funds in advance of receipt of requisitions. These were considered in relation to financial standing and special circumstances.

Field Supervision.

Thirteen school offices were visited once, two offices twice, three offices three times, and one office four times by the Field Administrative Officer. Eight of these visits were inspections, fifteen dealt with special problems, two were special trips to assist in changing secretary-treasurers, five dealt with establishment of new divisions. Duration of these visits was from one to four days in each office exclusive of travelling time.

About two months were spent in checking budgets and requisition forms and in reading minutes of annual meetings. At the beginning of 1947 certificate of assessment forms and requisition forms were introduced in order to check, co-ordinate and standardize procedures between tax collecting authorities and requisitioning school boards. In all 92 requisition forms and 182 budgets were checked.

Work in standardizing and improving office practices, and aiding secretary-treasurers was continued by means of personal visits, a Refresher Course in Administration and contacts at the School Trustees' Convention.

Divisional Offices.

Offices were provided and new secretary-treasurers were appointed by the three new divisions, Lacombe No. 56, Thorhild No. 57, and Coal Branch No. 58, and modern offices were built by the following divisions: Drumheller No. 30, Athabasca No. 42, E.I.D. No. 44 and Coal Branch No. 58.

Six divisions changed secretary-treasurers in 1947: Edson No. 12, Grande Prairie No. 14, Drumheller No. 30, Spirit River No. 47, Thorhild No. 57, Coal Branch No. 58.

Salaries for divisional secretary-treasurers ranged from \$1,400 to \$2,700 (exclusive of very small divisions) depending on the size of the division, qualifications of the secretary-treasurer and the amount of work involved. The average increase was about 10%. In most cases full-time assistants were employed.

Most divisions employed full time repairmen. Usually they were provided with repair shops, good tools (in a number of cases power tools) and trucks. A good stock of repair materials were kept on hand at all times for use of the repairmen. Wherever this program was in charge of capable personnel great savings in cost resulted. During the winter time these men made and repaired furniture at reduced costs.

Most divisions kept on hand a good stock of pupils' and classroom supplies. These were purchased by tender at reduced prices and the savings were handed on to the pupils and taxpayers.

Improvements were made by secretary-treasurers and boards in keeping better financial records and in using better business procedures. However, weaknesses still exist in the use of the

general ledger, inventories, methods in handling accounts payable, presenting revenue balance sheets to the board at periodic intervals and in filing. Many boards make provision for periodic interim audits during the year. As a rule chartered accountants or better qualified auditors were employed than in previous years. The financial year for divisions was changed so that it corresponds to the calendar year; this change resulted in some confusion to secretary-treasurers in 1947, but should greatly simplify accounting for future years.

Qualifications of secretary-treasurers improved during the year. However, better trained and better qualified secretary-treasurers are definitely needed in some divisions.

From June 16-18 the third annual refresher course in school administration was held at the University of Alberta under the direction of the Department of Extension in co-operation with the Alberta School Trustees' Association, the Alberta Divisional Secretaries' Association and the Department of Education. This provided an opportunity for instruction, information and exchange of experience and methods. Subjects dealt with included book-keeping, filing, completion of forms and general office practices for school divisions, operation and management of school buses, relationship between divisional boards and local trustees, school financing, legal aspects of salary schedule, care and protection of school property. In addition to participants already referred to, the Highway Traffic Board gave valuable assistance.

Topics covered were especially valuable to school division authorities who participated very actively in the whole programme.

Buildings.

During 1947 the supply of skilled building labor and materials was in most areas inadequate to meet the total demand, with the result that many authorized projects had to be postponed and a large number of new buildings remained unfinished because of the shortage of certain finishing materials.

	No.	Average Cost per Classroom
New Buildings:		
One room schools	33	\$ 5,762.11
Two room schools	21	7,514.55
Three room schools	3	11,226.51
Four room schools	4	11,939.75
Six room schools	1	12,249.56
Eight room schools	2	16,458.56
Additions:		
One room additions	8	5,118.72
Two room additions	7	8,390.81
Four room additions	1	21,231.31
Eight room additions	1	26,654.88
Teacherages:		
One room	4	522.60
Two room	64	419.23
Three room	11	502.57
Four room	11	454.64
Five room	5	725.51
School Houses Destroyed by Fire	No. 10	Estimated Loss \$ 27,750.00
No. of New Schools Completed	No. 59	Total Cost \$1,304,416.62
No. of additions completed	17	456,585.53
Teacherages completed	97	111,573.72
Dormitories completed	4	83,633.98
Other buildings completed	127	118,650.24
Alterations, Renovations & Improvements		542,047.90
Grand Total		\$2,606,907.99

In addition to work completed during 1947, plans for new schools estimated to cost \$1,500,000 were approved by the Department. It is expected that work on these projects will commence during 1948.

It is anticipated that there will be some improvement throughout 1948 in the supply situation although some items will, no doubt, continue to be in short supply. A decrease in the cost of school building construction is not looked for during 1948.

Debentures.

Over two million dollars of School Debenture business was handled during the year 1947. This, while representing a considerable volume of business, shows a substantial reduction from the total of the previous year and it does not nearly cover the outlay for capital expenditures which was needed and which would have been made had the financial market been more receptive to debenture offerings and had other conditions involving costs of materials and labor been more favorable.

Mr. Scoffield, the Manager of the Debenture Branch took the opportunity while in the East, to establish some personal contacts with officials of investment firms. It appears that these discussions, and subsequent correspondence, have tended to impress investment brokers with the soundness of Alberta school debentures and to acquaint them with the merits and economics of such features as the divisional organization, the system of requisition upon tax-collecting authorities, and the safeguards placed around the incurring of indebtedness.

The following tabulation shows the debenture issues sold during 1947 (each after being authorized by the Board of Public Utility Commissions):

Issued by	Amount	Term (yrs.)	Interest Rate	Price
Holden School Division, No. 17	\$ 40,000.00	15	3¾	\$100.26
High Prairie Division, No. 48	350,000.00	15	Not yet sold	
Foremost Division No. 3	40,000.00	20	4%	99.00
Vermillion Division No. 25	40,000.00	15	3¾	99.75
Peace River Division No. 10	38,250.00	15	4%	98.25
Fairview Division No. 50	27,000.00	15	3¾	99.09
E.I.D. Division No. 44	250,000.00	15	3¾ to 4¼	100.30
Taber Division No. 6	40,000.00	15	3¾	98.45
Taber Division No. 6	230,000.00	20	Not yet sold	
Calgary School District No. 19	330,000.00	15	2¼ to 3%	98.08
Spirit River Division No. 47	10,000.00	10	Not yet sold	
Grande Prairie District No. 2357	200,000.00	20	Not yet sold	
*Lethbridge Division No. 7	300,000.00	20	3½	101.219
*Foremost Division No. 3	40,000.00	20	4%	99.00
*Brooks School District No. 2046	50,000.00	20	4%	100.00
*Calgary (city) District No. 19	110,000.00	20	2¼ to 3%	100.52
*Calgary (city) District No. 19	950,000.00	20	2¼ to 3%	97.95
Total	\$3,045,250.00			

*Authorized in 1946.

The distribution of 1946 building costs between the current revenue of that year and sale of debentures is shown in table 25 as follows:

From current revenue	\$1,029,971.31
From debentures	374,098.12

The corresponding comparison and summary for 1947 can be made only after the audited financial reports for the year have been received.

War Surplus Buildings And Equipment.

The Provincial Government took over a large number of army and air force camps and buildings from the Dominion Government

(War Assets Corporation) in exchange for the British Block at Suffield. The buildings have been acquired by the Department of Public Works and released to other Departments and to municipal and school authorities in order of priority; buildings not removed intact have been demolished for building materials to be made available in the same order. The following buildings have been purchased by school authorities for removal to new sites:

Building No. 21, Recreation Hall, Bowden—Bowden School District No. 302.

Accommodation Building, Champion Airport—Taber School Division No. 6.

Buildings 2, 3 and 20, Grande Prairie Army Camp—Grande Prairie School Division No. 14.

Building No. 1, Grande Prairie Army Camp—Grande Prairie School District No. 2357.

H Hut, Inverlake Airport—St. Rita's Separate School District No. 27.

Building No. 12, Medicine Hat Air Training Centre—Medicine Hat School Division No. 4.

Building No. 13, Medicine Hat Air Training Centre—St. Louis Separate School District No. 21.

Building No. 9, Penhold—Ponoka School Division No. 34.

Sales of several other buildings through the same channels are pending.

In addition Ponoka School Division obtained one building from Wetaskiwin Army Camp by purchase from City of Wetaskiwin. Bow River School District secured a building of the former U.S. Air Base at Calgary from War Assets Corporation.

Plumbing, heating and salvage supplies have also been obtained by several school authorities from Provincial Department of Public Works or the Provincial Marketing Board.

The Department of Education, itself, has obtained several of the buildings of the former Wireless School at Calgary for necessary expansion of the Institute of Technology.

Red Deer Composite High School.

The most important acquisition of former war assets was that of a very large part of the Army Training Centre at Red Deer for the Composite High School.

The organization of this school involved the Administration Branch in a number of ways. The acquisition of land and buildings originally used by A20, Canadian Army Service Corps Training Centre and subsequently by Canadian Vocational Training presented certain problems. The equipment of dormitories, mess halls, classrooms, and workshops, after being declared surplus by C.V.T. was purchased by the Department of Education under Dominion Provincial agreement at very substantially reduced prices and sold to the Red Deer School Division.

Agreements were secured by negotiations with Red Deer School Division, Red Deer City School Board, Lacombe School Division and Rocky Mountain School Division, for the operation of the school on a partnership basis, net costs being apportioned on the basis of numbers of students. Assistance was given in the organ-

ization of Bookkeeping and Accounting Systems, and in problems of management, authority and responsibility.

Temporary arrangements have been made for payment of grants on the most generous scale permitted by the present Grants Regulations, but the problem of establishing these on a more permanent basis has yet to be solved as a number of factors cannot be estimated with accuracy. The establishment of the school, providing a wide range of vocational courses in addition to the usual academic subjects was made possible by a combination of circumstances:

1. The pressing need of dormitory and high school accommodation for rural pupils of three school divisions—Red Deer, Lacombe and Rocky Mountain.
2. The urgent need of Red Deer City School Board for more school accommodation.
3. The existence and availability of the army camp buildings in a convenient location.
4. The discontinuance of a number of courses by Canadian Vocational Training making buildings and equipment available at the proper time.

Surplus War Equipment.

During 1947 there was a decided decrease in the quantity of removable surplus army equipment being distributed with the assistance of this Branch. Most of such equipment—furniture, machinery, and visual aids, had been disposed of by the end of 1946 either to school authorities or to ordinary trade channels. Under change of policy by War Assets Corporation, school authorities were no longer able to purchase at the discounts which were available to the trade; it, therefore, became unwise for them to order items located at a distance and without possibility of inspection.

On the other hand a very considerable amount of equipment was made available by Canadian Vocational Training as its classes were discontinued. Much of the technical equipment at Grande Prairie was sold to the City of Edmonton for its composite high school, to Grande Prairie School District, and to Spirit River School Division and High Prairie School Division. The extensive equipment at Medicine Hat was sold to that City for the use of the School Board. Mention has already been made of the equipment at Red Deer, much of which was sold to Red Deer School Division for the composite high school there. In addition, many isolated items were sold to other school authorities.

Under a Dominion-Provincial Agreement this equipment was sold to the Department of Education at a discount of 50%; resale to school authorities by the Department was at the same discounted price. The total of such sales during the year has been slightly in excess of \$33,000.

School Grants.

The Legislature during the 1947 session voted an increase of \$1,500,000 for this item, bringing the total to \$5,200,000. To distribute this increase, the following major changes were made in the Grants Regulations:

- (a) Basic grants per classroom whether city, village or rural were nearly trebled (from \$100 to \$275 for elementary grades, and from \$150 to \$400 for intermediate) with correspondingly substantial increases for high school grades and for "mixed" rooms.
- (b) The grants for each school bus operated was raised by \$50.
- (c) Equalization grants were increased by the raise from \$120,000 to \$130,000 in the assessment per room from which the "deficiency" is calculated in school divisions. Corresponding changes were made effecting other types of districts.
- (d) Minor changes were made in other regulations, all resulting in increased grants.

These increased grants came at a time when teachers' salary schedules were being revised upward, and absorbed a considerable part of the additional costs incurred.

Salary Schedules.

Details regarding salary schedules are to be found in the statistical section of this report, but refer to the school year from September 1946 to June 1947. During the year a great many negotiations between Boards and teachers were completed and many increased schedules are in effect for the year 1947-48.

Isolation Bonuses.

These were authorized as per the numbers shown below. Payments were made to teachers by Boards of Trustees, who were, in turn, re-imbursed by the Department. These amounts were in addition to scheduled salaries and to other grants paid to Boards.

\$250.00	per annum	18
\$200.00	per annum	72
\$150.00	per annum	199
\$100.00	per annum	312
\$50.00	per annum	74

Other Administrative Items.

As part of its administration of The Official Auditors Act, the Department investigates the qualifications and experience of persons seeking appointment. Fourteen persons were appointed as Official Auditors during the year.

A shortage was reported in the accounts of one school district. This has been referred to the bonding company for investigation and adjustment.

The building programmes undertaken by school boards have resulted in many applications for approval of new sites or of additions to former sites. The Department investigates each application in order to make sure that the proposed site meets all the requirements of the regulations and may reasonably be expected to serve adequately the needs of the area for which it is chosen. Twenty-nine new sites and seven additions were approved.

Boards must obtain authorization from the Minister if they wish to pay their auditors fees in excess of those set by The School Act. The work involved in making audits varies considerably among districts and among divisions of different sizes. In con-

sidering applications, the Department takes cognizance of these variations and of the rates paid by organizations whose books and accounts are of comparable complexity. During 1947, fourteen school divisions and two school districts sought and obtained permission to exceed the statutory limits.

A Board is required by The School Act to obtain the Minister's approval of any arrangements it may take with parents or guardians for the conveyance of children to school, or for providing for their attendance in some other manner. The majority of such arrangements take form of schedules applicable to all families residing in the district or division concerned. The Department checks schedules submitted in order to assure that they are conformable to the requirements of the Act and equitable to all families paid under their terms. During the year, forty-nine schedules were approved; of these, thirty-nine were submitted by school divisions and ten by school districts.

Grants Under Section 10(a) (Unorganized Territory).

These grants are administered in this office because of their relationship to establishments and inclusions. Grants were paid on account of the school attendance of three hundred and seventy children belonging to one hundred and ninety-five families. Payments for the year totalled \$16,141.22, an average of \$82.77 per family, and \$43.62 per child.

The Education of the Children of Deceased and Disabled Service-Men's Act.

The Director of School Administration is chairman, and the Associate Director is secretary, of the Board administering this Act. During 1947, payments were made in accordance with the provisions of the Act to assist ten children of eight families to continue their secondary education. Payments made during the year totalled \$690.

GENERAL STATISTICS

The following Statistics have been compiled from information received from Teachers, Official Auditors, and Secretary-Treasurers of School Districts and School Divisions.

During the year 1946-47, there were 5,828 rooms or departments in 2,659 School Districts with an enrolment of 155,517. Of this enrolment, 48,521 were in the rooms of 35 City and Town Schools; 8,227 in 20 Separate Schools; and 98,769 in the rooms of other schools. During the year 1945-46, there were 49,196 in 41 City and Town Schools; 7,803 in 20 Separate Schools; and 98,456 in the rooms of all other schools.

There were 698 rooms, inclusive of Commercial and Technical Rooms, devoted entirely to the work of High School Grades; and 678 rooms devoted entirely to the work of Intermediate Grades. There were 273 rooms containing pupils in both Intermediate and High School Grades; and 42 rooms contained pupils in Elementary, Intermediate, and High School Grades. There were 1,918 rooms containing only Elementary Grades; and 2,219 rooms contained both

Elementary and Intermediate Grades. Most of the one-room Rural Schools are to be found in the latter section.

The Average number of days of operation in School Divisions was 188.95 days, and in Schools not included in Divisions 192.08 days. The establishment of School Divisions has enabled the smaller rural schools to keep open for the full school year, and has brought High School Instruction to all rural areas. The cost of operation has increased considerably during the year.

Some 310 rooms were under the charge of a Supervisor of Correspondence Courses during the school year. Two hundred more were in charge of a Supervisor for part of the year, but the Supervisor was replaced as soon as a teacher was available. Centralization and transportation was used to make up the teacher shortage, so that, as far as possible, the education of all children of school age was provided for. A total of 5,818 qualified teachers were employed in the various schools during the year.

TABLE 1
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1937	Per cent. of Enrolment	No. of Pupils June 30, 1946	Per cent. of Enrolment	No. of Pupils June 30, 1947	Per cent. of Enrolment
Division I:						
1st Year	24,386	14.52	18,668	12.01	18,658	12.00
2nd Year	17,698	10.54	16,111	10.36	16,153	10.39
3rd Year	16,972	10.10	15,999	10.29	15,972	10.27
Division II:						
1st Year	16,577	9.87	15,722	10.11	15,779	10.15
2nd Year	16,850	10.03	15,234	9.80	14,948	9.61
3rd Year	16,374	9.76	14,619	9.40	14,711	9.46
Intermediate:						
1st Year	15,145	9.03	14,018	9.01	14,142	9.10
2nd Year	13,925	8.29	12,906	8.29	12,481	8.02
3rd Year	10,798	6.43	11,352	7.32	11,299	7.27
High School:						
1st Year	8,506	5.06	8,338	5.36	8,359	5.36
2nd Year	6,426	3.82	6,378	4.12	6,702	4.31
3rd Year	4,293	2.55	6,110	3.93	6,313	4.06
Totals	167,950	100.00	155,455	100.00	155,517	100.00
Elementary Grades	108,857	64.82	96,353	61.97	96,221	61.88
Intermediate Grades	39,868	23.75	38,276	24.62	37,922	24.39
High School Grades	19,225	11.43	20,826	13.41	21,374	13.73

The percentage of Pupils in High School Grades has increased .32% over last year.
The total enrolment is 62 pupils more than last year.

TABLE NO. 2
COMPARATIVE STATEMENT SHOWING ATTENDANCE AND CLASSIFICATION OF
PUPILS IN DIVISIONS AND IN SCHOOLS NOT INCLUDED IN DIVISIONS.

	Schools Outside Divisions	Divisions
Number of pupils enrolled	70.610	84.907
Aggregate days attendance of pupils	11,811.176	13,417.695
Daily average attendance of pupils	61,346 14	69,664.58
Percentage of attendance of total enrolment	86 88	82.04
Average number of days attended per pupil	167.27	158.03
Average length of school year	190 91	188.95
Classification:		
Division I:		
1st Year	7.939	10.719
2nd Year	6.700	9.453
3rd Year	6.521	9.451
Division II:		
1st Year	6.356	9.423
2nd Year	6.031	8.917
3rd Year	5.987	8.724
Intermediate:		
1st Year	5.972	8.170
2nd Year	5.399	7.082
3rd Year	5.643	5.656
High Schools:		
1st Year	5.145	3.214
2nd Year	4.520	2.182
3rd Year	4.397	1.916
Total Attendance	70.610	84.907

Due to the fact that many Town and Village Schools have become part of School Divisions, the old headings of Urban and Rural Schools are no longer applicable. Practically all of the Rural Schools are now included in Divisions. Schools not included in Divisions are practically all Graded Schools.

TABLE NO. 3
AVERAGE AGE OF PUPILS

Division I:		Intermediate:	
1st Year	6.86	1st Year	13.22
2nd Year	8.00	2nd Year	14.14
3rd Year	9.09	3rd Year	15.04
Division II:		High School:	
1st Year	10.21	1st Year	15.88
2nd Year	11.16	2nd Year	16.83
3rd Year	12.19	3rd Year	18.57

TABLE NO. 4
NUMBER AND AGES OF PUPILS

Ages	No. of Pupils	Percentage of Enrolment
5 years and under	262	.17
6 years	6,617	4.25
7 years	14,152	9.10
8 years	14,398	9.26
9 years	14,252	9.17
10 years	13,633	8.77
11 years	14,342	9.22
12 years	14,116	9.07
13 years	13,653	8.79
14 years	14,373	9.24
15 years	12,727	8.19
16 years	10,026	6.45
17 years	6,876	4.42
18 years	4,040	2.59
19 years	1,575	1.01
20 years	345	.22
21 years and over	130	.08
Totals	155,517	100.00

Of the pupils enrolled 14.77% are over the compulsory age limit of 15 years.

TABLE NO 6

DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY—CITIES, TOWNS, VILLAGES, R.C.S.'s, CONSOLIDATED'S
—ACADEMIC SCHOOL YEAR ENDED JUNE 30, 1947 (July 1st 1946 to June 30th 1947)

TABLE NO. 7
TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE,
UNDER AGE, NORMAL, AND OVER AGE

Grades	Number in each Grade			Total in each Grade	Percent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
Division I:							
1st Year	262	15,650	2,746	18,658	1.40	83.88	14.72
2nd Year	64	12,616	3,473	16,153	.40	78.10	21.50
3rd Year	194	11,583	4,195	15,972	1.21	72.53	26.26
Division II:							
1st Year	236	10,362	5,181	15,779	1.50	65.67	32.83
2nd Year	289	9,648	5,011	14,948	1.93	64.54	33.53
3rd Year	254	9,360	5,097	14,711	1.73	63.63	34.64
Intermediate:							
1st Year	313	8,787	5,042	14,142	2.21	62.13	35.66
2nd Year	292	8,302	3,887	12,481	2.34	66.52	31.14
3rd Year	308	7,828	3,163	11,299	2.73	69.28	27.99
High School:							
1st Year	334	6,328	1,697	8,359	3.99	75.70	20.31
2nd Year	283	5,144	1,275	6,702	4.22	76.76	19.02
3rd Year	275	4,329	1,709	6,313	4.36	68.57	27.07
Total	3,104	109,937	42,476	155,517	1.99	70.70	27.31

This is a recapitulation of Table No. 5. Pupils lose many days when schools are in operation as is shown in Table No. 22.

TABLE NO. 8
TABLE SHOWING NUMBER AND PERCENTAGES OF PUPILS LEAVING SCHOOL
AT THE AGE OF 15 YEARS

Grades	No. of Pupils leaving School at the age of 15 years	Percent. of total enrol- ment leaving School at the age of 15 years	Percent. of total leaving School at the age of 15 years	Percent. of each grade leaving School at the age of 15 years
Division I:				
1st Year	4	.003	.06	.02
2nd Year	6	.004	.09	.03
3rd Year	18	.011	.28	.11
Division II:				
1st Year	51	.033	.78	.32
2nd Year	122	.078	1.89	.81
3rd Year	358	.230	5.48	2.44
Intermediate:				
1st Year	857	.551	13.10	6.06
2nd Year	1,731	1.113	26.49	13.87
3rd Year	2,288	1.471	35.02	20.25
High School				
1st Year	940	.605	14.38	11.24
2nd Year	133	.085	2.04	1.98
3rd Year	26	.017	.39	.43
Totals	6,534	4.201	100.00	

The main increase in the number leaving school at 15 years of age is in the Intermediate group, but a number of those continue their Education through the Correspondence School Branch.

TABLE NO. 9
TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING THE
ACADEMIC YEAR ENDING JUNE 30, 1947

Month	Possible Aggregate	Actual Aggregate	Percentage of attend- ance per month
September	2,871,811.5	2,550,756.5	88.81
October	3,086,678.5	2,784,322	90.24
November	2,888,801.5	2,570,889.5	88.99
December	2,215,710.5	2,004,249.5	90.46
January	2,913,647.5	2,467,161.5	84.68
February	2,911,528	2,546,762	87.47
March	3,046,021.5	2,687,174.5	88.22
April	2,350,523	2,136,442	90.89
May	3,173,064	2,922,097.5	92.09
June	2,755,967.5	2,559,016	92.53
Average Monthly Percentage of Attendance			89.44

The Average Monthly Percentage of Attendance has decreased .29 from last year, mainly due to low attendance in the month of January. The low attendance that month was attributed to heavy snow and blocked roads in the Southern part of the Province, where transportation is heavy, and vans were unable to operate for some days in that month.

TABLE NO. 10
SCHOOL DISTRICTS

No. of School Districts in Existence, December 31, 1946, including the Units in Consolidation	3,937
No. of Consolidations in the Province, December 31, 1946	42
No. of Units in Consolidation, December 31, 1946	146
No. of School Districts Established in 1947	9
No. of School Districts Dissolved:	
Rural High	1
Public School	1
Consolidated	1
	3
No. of School Districts in the Province, December 31, 1947, including the Units in Consolidation	3,943
No. of Consolidations in the Province, December 31, 1947	41
No. of School District Units in Consolidation, December 31, 1947	146
No. of School Divisions in Existence, December 31, 1947	57

To obtain the number of Schools that could operate, deduct the number of Units in Consolidation from the number of School Districts in the Province at December 31, 1947, and add the 41 Consolidations. The Westlock Division, erected in December of 1947, will start operating on January 1, 1948.

TABLE NO 11
ATTENDANCE OF PUPILS

	Enrol- ment	Number of Boys	Number of Girls	Aggregate Attend- ance	Average Attend- ance
City Schools	37,881	18,981	18,900	6,373,926.5	33,050.42
Town Schools	10,640	5,173	5,467	1,803,259	9,338.40
Separate Schools	8,227	3,912	4,315	1,381,550	7,234.62
Village Schools	9,381	4,685	4,696	1,555,575.5	8,074.56
Consolidated Schools	3,437	1,712	1,725	560,540.5	2,866.26
Divisions	84,907	43,240	41,667	13,417,695	69,664.58
Rural Schools	1,044	545	499	136,315.5	781.88
	155,517	78,248	77,269	25,228,871	131,010.72

The Average Number of Pupils enrolled per room was 26.7, a decrease of .5 from last year. The Average Attendance of Pupils per room was 22.5, a decrease of .79 from last year.

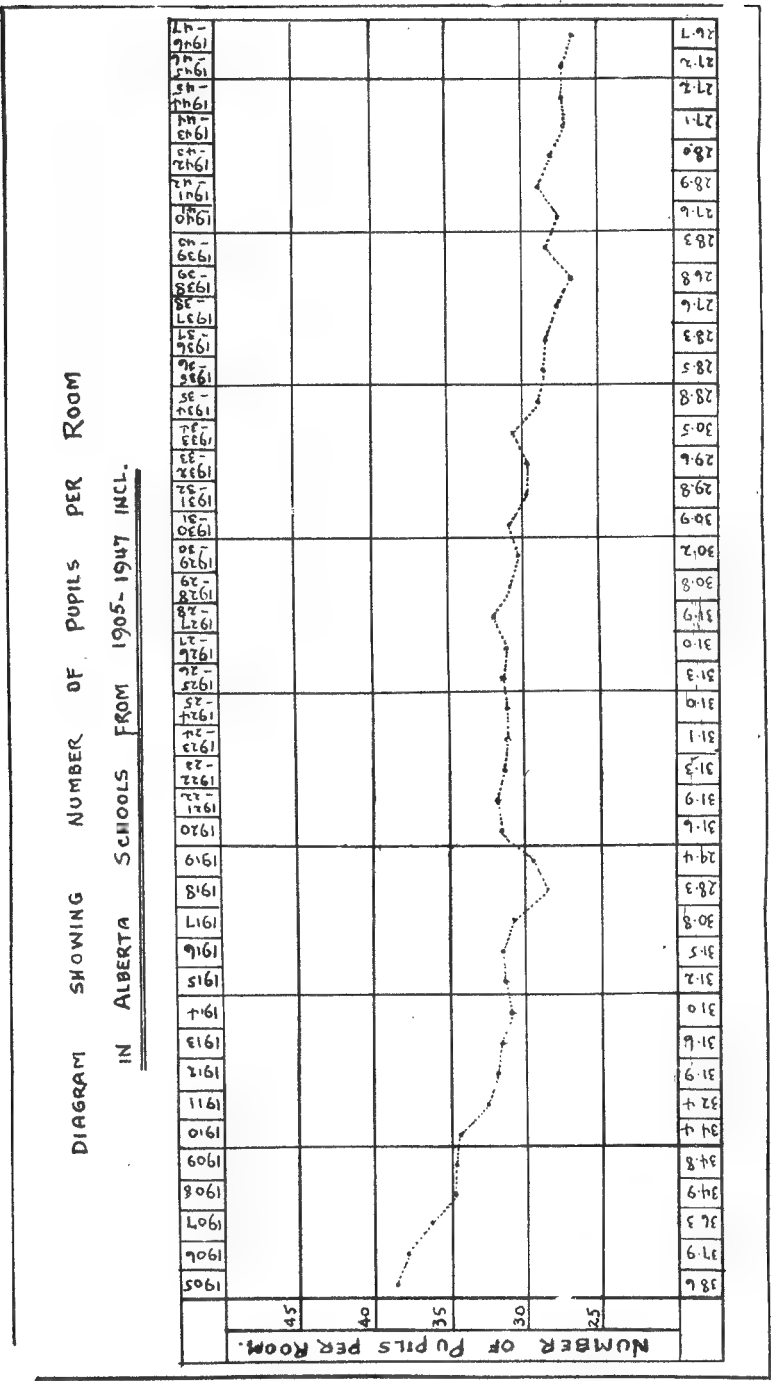


TABLE NO. 13
STATEMENT SHOWING NUMBER OF SCHOOL DISTRICT UNITS IN DIVISIONS,
NUMBER OF ROOMS IN OPERATION, AND NUMBER OF PUPILS ENROLLED IN EACH DIVISION.
N.B.—Number of units is at December 31st, 1947. Number of rooms, enrolment, and average attendance as at June 30th, 1947.

Name of Division	Number of School Dis- trict Units in	Number of Elementary Rooms	Number of Elementary & Interme- diate Rooms	Number of Elementary and High School Rooms	Number of Intermediate Rooms	Rooms Intermediate and High School Rooms	Number of High School Rooms	Total Rooms	Total Enrollment	Average Attendance
Berry Creek	30		11	1		1	1	14	170	144.34
St. Mary's River	60	28	22		11	10	14	95	2,496	2,139.23
Poremost	142	27	20	1	8	5	7	65	1,375	1,034.23
Medicine Hat	112	33	49	2	10	3	10	81	1,852	1,711.56
Taber	86	47	14		15	7	17	100	1,936	1,600.19
Lethbridge	76	6	29	1	2		3	41	2,621	2,200.44
Acadia	100	6	29	1		1	2	39	613	496.64
Sullivan Lake	84	3	32	1		1	2	39	526	390.25
Peace River	62	16	35	2	2	2	2	59	1,613	1,154.40
Lac Ste. Anne	79	17	63	1	2	4	3	90	2,269	1,841.90
Edson	46	14	39		5	9	5	63	1,755	1,408.00
Clover Bar	81	33	60	9	5		8	124	3,405	2,705.46
Grande Prairie	93	8	74		1	4	2	89	2,010	1,596.44
Rocky Mountain	66	9	58	1		5	2	74	1,629	1,243.62
Neutral Hills	85	5	33		1	1	3	43	685	562.56
Holden	79	14	58	5	3	2	4	86	1,849	1,573.38
Lamont	57	29	44	8	3	11	7	102	2,662	2,405.90
Vegreville	70	10	51		1	4	5	71	1,742	1,490.49
Camrose	75	15	48	1	1	8	3	76	1,941	1,608.88
Two Hills	70	19	60	5	2	5	8	98	2,531	2,177.14
Killam	77	18	48	1	5	3	5	83	1,225	1,014.30
Stony Plain	76	11	68	2	1	4	2	91	2,599	2,160.24
Sturgeon	67	21	44	4	1	9	8	81	2,147	1,799.76
Vermilion	102	21	68	1	6	3	9	108	2,329	1,844.91
Stettler	74	5	48	2		1		56	880	724.72
Castor	84	12	42	3	2	1		63	1,123	946.42
Macleod	84	19	16		7	5	5	56	1,252	1,062.82
Pincher Creek	41	10	18		2	2	2	33	611	487.34
Drumheller	76	3	51		1	2	3	59	683	600.40
Olds	92	9	73	1	1	6	3	93	1,866	1,504.57
Wainwright	73	13	51		4	1	8	77	1,400	1,221.43
Provost	76	14	29	1	2	3	4	53	951	814.97
Fonoka	67	15	54		6	1	7	83	1,499	1,284.43

TABLE No. 13—Continued

Name of Division	Number of School Units in Division	Number of Elementary Rooms	Number of Elementary & Intermediate Rooms	Number of Elementary, Intermediate, and High School Rooms	Number of Intermediate Rooms	Number of Intermediate and High School Rooms	Number of High School Rooms	Total Rooms	Total Enrollment	Average Attendance
Red Deer	55	2	55	....	2	4	1	60	1,202	970.03
Wetaskiwin	57	9	43	2	1	4	4	56	1,432	1,118.30
Pembina	85	15	80	2	6	4	4	106	2,504	2,000.04
Foothills	78	14	14	4	3	1	6	41	849	721.08
Smoky Lake	46	24	32	....	4	11	7	81	2,015	1,821.40
Wheatland	87	17	48	4	4	10	7	83	1,527.74	1,527.74
Calgary	80	28	32	1	5	10	2	77	1,743	1,563.95
Athabasca	75	18	52	1	3	5	6	85	2,123	1,767.92
Bow Valley	55	10	9	....	3	3	3	28	591	1,496.85
E.I.D.	47	26	12	1	6	8	3	55	1,473	1,209.00
St. Paul	66	19	55	....	1	4	3	83	2,019	1,688.74
Bonneyville	64	20	54	....	2	4	3	83	2,096	1,641.18
Spirit River	43	14	29	....	4	1	3	51	1,417	1,216.44
High Prairie	48	21	21	3	3	4	3	49	1,581	1,143.27
Strawberry	46	13	37	....	1	4	1	58	1,598	1,282.11
Fairview	45	9	29	1	1	2	2	43	959	780.50
Lac La Biche	45	12	40	....	1	2	1	57	1,480	1,100.10
Ft. Vermilion	7	2	2	....	1	....	....	4	162	115.10
East Smoky	13	3	11	....	7	....	....	14	311	237.42
Red Deer Valley	6	16	2	....	....	....	3	28	915	804.49
Lacombe	51	4	43	1	....	2	....	50	1,065	870.13
Thorhild	50	19	36	....	3	11	6	75	1,713	1,496.13
Coal Branch	10	11	6	....	2	3	1	23	771	685.50

TABLE NO. 13(a)

TABLE SHOWING TRANSPORTATION IN EACH DIVISION AS AT JUNE 30, 1947,
AND COST FOR THE YEAR

Division	No. of Pupils Transported	No. of Buses in Operation	No. of Pupils in Dormitories	No. of Pupils Transported under Individual Arrangements	Cost to Division for Transportation for Year 1946
Berry Creek			14	91	3,910.20
St. Mary's River	635	30		60	42,579.31
Foremost	778	38		45	63,023.60
Medicine Hat	395	24		84	29,661.26
Taber	1,041	38		45	48,222.90
Lethbridge	1,717	54		25	90,221.42
Acadia	62	7	38	86	11,484.30
Sullivan Lake	36	3	23	40	8,579.30
Peace River	379	19		22	20,738.30
Lac Ste. Anne	96	9	27	72	7,656.80
Edson	100	5	32	6	5,764.46
Clover Bar	157	10			14,104.73
Grande Prairie	10	1	77	55	3,698.51
Rocky Mountain	144	11		6	8,481.30
Neutral Hills	54	8	23	107	6,985.58
Holden	141	6	29	36	9,800.24
Lamont	7	2	45	7	555.45
Vegreville	144	10		75	12,715.00
Camrose	378	11		74	19,482.87
Two Hills	15	1		9	1,851.80
Killam	87	8	54	76	15,588.85
Stony Plain	125	5	23	20	5,720.75
Sturgeon	232	12	21	16	9,794.91
Vermilion	130	7	56	128	14,614.39
Stettler	105	13		234	23,175.75
Castor	109	15	28	94	17,797.44
Macleod	759	44		63	49,396.27
Pincher Creek	139	5	22	79	11,258.82
Drumheller	24	3	64	89	9,217.30
Olds	149	10		38	10,864.77
Wainwright	56	6	40	91	14,479.69
Provost	187	10		56	14,862.09
Ponoka	60	2	20	93	7,248.62
Red Deer	12	1	106		3,535.23
Wetaskiwin	258	9		17	1,132.02
Pembina	84	3		143	3,782.78
Foothills	608	39		34	51,263.97
Smoky Lake	9	1	75	10	1,293.17
Wheatland	360	22	30	65	27,855.54
Calgary	381	21		52	31,317.70
Athabasca	234	15		11	15,767.33
Bow Valley	232	19	61	22	26,655.42
E.I.D.	631	19	56		23,284.09
St. Paul	21	1	44	74	1,205.00
Bonnyville				96	3,856.95
Spirit River	137	6	22	11	10,234.62
McLennan	230	16		156	11,869.56
Strawberry				37	721.25
Fairview	128	10		26	9,452.45
Lac La Biche	2	1		3	712.00
Ft. Vermilion					
East Smoky					
Red Deer Valley	105	6			1,485.70
Lacombe	63	4			No information
Thorhild	33	2			No information
Coal Branch					

DEPARTMENT OF EDUCATION

TABLE NO. 14

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY AND TOWN SCHOOLS, IN VILLAGE SCHOOLS, AND IN SCHOOL DIVISIONS

	City and Town	Village and Consolidated	Divisions and Rural	Total
Less than 20 days	551	130	992	1,673
Between 20 and 39 days	804	173	1,310	2,287
Between 40 and 59 days	825	159	1,350	2,334
Between 60 and 79 days	838	153	1,148	2,139
Between 80 and 99 days	741	142	1,831	2,714
Between 100 and 119 days	847	228	3,102	4,177
Between 120 and 139 days	1,270	392	5,271	6,933
Between 140 and 159 days	3,512	1,177	14,946	19,635
Between 160 and 179 days	18,146	5,000	35,531	58,677
Between 180 and 199 days	29,214	5,264	20,470	54,948
200 Days or over				
Totals	56,748	12,818	85,951	155,517

TABLE NO. 15

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1946-47

School	Enrolment	Average Attendance	Av. Monthly Percentages
Edmonton	16,122	14,230.60	93.30
Calgary	14,366	12,269.15	90.54
Thibault	353	323.55	95.049
Macleod	469	411.96	91.01
Lethbridge	2,451	2,201.78	93.329
Medicine Hat	2,090	1,836.67	93.517
Gleichen	142	125.70	88.71
Red Deer	1,135	1,005.20	92.15
High River	395	338.47	93.425
Okotoks	240	206.75	90.145
Innisfail	359	313.14	90.69
Olds	427	376.42	90.946
Lacombe	503	454.40	92.99
Wetaskiwin	601	533.62	92.26
Ponoka	492	429.39	89.545
Blairmore	306	267.77	91.038
Didsbury	314	275.04	92.03
Raymond	779	701.87	90.977
Coleman	601	533.47	92.867
Camrose	810	714.86	90.996
Stettler	372	331.36	91.95
New Vegreville	442	403.48	92.585
Daysland	197	162.09	88.11
Hardisty	141	118.06	90.329
Vulcan	201	171.90	90.387
Brooks	361	316.21	89.83
St. Paul	411	362.77	90.935
Redcliffe	309	274.66	95.13
Beverly	225	199.65	90.63
Grande Prairie	566	501.90	92.35
Drumheller	1,116	973.40	90.686
Peace River	276	233.71	88.21
Rocky Mountain House	354	265.47	87.81
Hanna	398	349.00	91.697
Three Hills	197	175.35	91.64
Calgary, R.C.S.	1,821	1,567.02	91.898
Edmonton, R.C.S.	3,882	3,482.41	93.23
Lethbridge, R.C.S.	581	524.59	93.58
Sacred Heart, R.C.S.	69	60.96	93.09
St. Martin's, R.C.S.	158	134.78	93.14
North Red Deer, R.C.S.	200	178.70	93.186
St. Michael's, R.C.S.	173	92.49	90.208
St. Louis, R.C.S.	341	300.39	94.799
Theresetta, R.C.S.	61	54.14	94.67
St. Joseph's R.C.S.	186	161.17	92.14
Wainwright, R.C.S.	108	92.76	92.446
Average of Monthly Percentages in Town Schools			91.74

TABLE NO. 16
TABLE SHOWING NUMBER OF PUPILS IN THE OPTIONAL SUBJECTS
IN INTERMEDIATE GRADES

Subjects	Grade VII		Grade VIII		Grade IX		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Music	5194	5400	4289	4682	2328	2850	11811	12932	24743
Art	4396	4517	2555	2770	2589	2997	9540	10284	19824
Dramatics	1644	1726	2171	2353	2202	2468	6017	6547	12564
Farm and Home Accounting	191	190	233	233	107	104	531	527	1058
Typewriting	185	204	179	224	1017	1321	1381	1749	3130
General Shop	1261	74	1482	122	1613	129	4356	325	4681
Home Economics	26	1475	32	1659	67	1628	125	4762	4887
Community Economics	1250	1155	960	1068	1120	1284	3330	3507	6837
Oral French	104	100	475	552	1254	1343	1833	1995	3828
Agriculture		1		2	78	64	78	67	145
Totals	14251	14842	12376	13665	12375	14188	39002	42695	81697

The other Subjects in the Intermediate Course are compulsory to all students in the Intermediate Division.

TABLE NO. 17
DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS
OF INSTRUCTION

Course and Subject	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
COMPULSORY									
English 1	3320	3909	235	125	18	16	3573	4050	7623
English 2	36	50	2345	3025	177	193	2558	3268	5826
English 3				1	1606	2026	1606	2027	3633
Social Studies 1	3463	4085	170	101	15	25	3648	4211	7859
Social Studies 2	33	33	2461	3130	146	151	2640	3314	5954
Social Studies 3	16	30			1512	1903	1528	1933	3461
Health and Physical Education 1	3284	3940	116	189	22	16	3422	4145	7567
Mathematics 1	751	812	56	90	5	2	812	904	1716
Science 1	235	203	182	182	6	6	423	391	814
GROUP A—ACADEMIC									
French 1	1362	1852	528	620	254	122	2144	2594	4738
French 2			874	1252	641	518	1515	1770	3285
French 3			3	11	659	827	662	838	1500
Latin 1	446	493	131	152	54	29	631	674	1305
Latin 2	17	27	240	308		88	345	431	776
Latin 3					216	253	216	253	469
German 1									
German 2									
German 3									
Algebra 1	1921	1944	1114	1480	236	249	3271	3673	6944
Algebra 2			5	5	1090	1157	1095	1162	2257
Geometry 1	1140	1340	857	830	296	209	2293	2379	4672
Trigonometry & Analytical Geometry	8	4	19	23	2380	972	2407	999	3406
Chemistry 1	1053	1193	1539	2115	364	328	2956	3636	6592
Chemistry 2			54	68	1201	1332	1255	1400	2655
Physics 1	1098	1100	559	446	157	94	1814	1640	3454
Physics 2			36	28	1218	631	1254	659	1913
Biology 2	60	37	24	34	571	1226	655	1297	1952
GROUP B—COMMERCIAL:									
Bookkeeping 1	128	492	143	208	79	99	350	799	1149
Bookkeeping 2			16	78	12	23	28	101	129
Bookkeeping 3					7	8	7	8	15
Stenography 1	24	496	50	239	9	103	83	838	921
Stenography 2		6	8	198	6	87	14	291	305
Typewriting 1	389	933	324	399	156	168	869	1500	2369
Typewriting 2	17	36	121	396	55	173	193	605	798
Office Practice 1			50	290	18	61	68	351	419
Office Practice 2					9	63	9	63	72
Secretarial Training					2	33	2	33	35
Business Machines		35	5	77	3	40	11	152	163
GROUP C—TECHNICAL:									
Woodwork 1	199	6	37	2	7	4	243	12	255
Woodwork 2			132	3	7	2	139	5	144

DEPARTMENT OF EDUCATION

TABLE No. 17—Continued

	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Woodwork 3					20		20		20
Metalwork 1	86		3		1		90		90
Metalwork 2			68				68		68
Metalwork 3					15		15		15
Electricity 1	20		107		8		135		135
Electricity 2			60		1		61		61
Electricity 3					48		48		48
Automotives 1	113						113		113
Automotives 2			69				69		69
Automotives 3					23		23		23
Printing 1	25	3		4		1	25	8	33
Printing 2			33	6		1	33	7	40
Arts and Crafts 1	17		1	6			18	6	24
Arts and Crafts 2				4				4	4
Arts and Crafts 3									
Fabrics and Dress 1		62		78		4		144	144
Fabrics and Dress 2		3		91		6		100	100
Fabrics and Dress 3						24		24	24
Homemaking 1	12	98		46		7	12	151	163
Homemaking 2			4	63		12	4	75	79
Homemaking 3						19		19	19
General Mathematics 3			2	2	25	15	27	17	44
SHOP:									
Drawing and Design				3			3		3
Theory				3			3		3
Shop Practice	5	8		3			8	8	16
GROUP D—GENERAL:		429	277	313	74	126	673	868	1541
Dramatics 1	322		40	73	25	42	65	115	180
Dramatics 2		490	263	432	94	204	651	1126	1777
Music 1	291		72	133	20	48	92	181	273
Music 2						8		8	8
Music 3		381	206	339	87	130	586	850	1436
Art 1	295	6	19	35	5	16	34	57	91
Art 2	10	56	45	59	15	15	148	130	278
Mechanical Drawing	88	290	274	241	94	99	839	630	1469
Geology 1	471	339	194	380	85	141	572	860	1432
Bookkeeping 1a	293	40	13	37	6	12	38	89	127
Stenography 1a	19	465	228	346	57	88	589	899	1488
Typewriting 1a	304	44	106	39	39	19	513	102	615
General Shop 1	368	6	123	24	44	18	170	48	218
General Shop 2	3	422	1	225	1	66	2	713	715
Home Economics 1		9	2	170		57	2	236	238
Home Economics 2		136		126	1	58	2	320	322
Needlework	1	971	389	455	89	147	1098	1573	2671
Vocations and Guidance	620	30	20	41	6	12	45	83	128
Vocations and Guidance 2	19	4	133	74	50	43	187	121	308
General Mathematics 2	4		13	14	57	7	70	21	91
General Science 2		4	187	323	97	166	289	493	782
Survey of English Literature	5	14	416	263	45	49	495	326	821
Physical Education 2	34			2	120	190	120	192	312
Economics		37	597	626	174	294	776	957	1733
Psychology		2	233	192	120	117	355	311	666
Law	2	31	454	529	130	156	600	716	1316
Sociology	16				19	74	19	74	93
Creative Writing		50	17	23			66	73	139
Health 1	49		39	22	8	7	47	29	76
Health 2		109	24	20		4	153	133	286
Gen. Mathematics 1	129	128	4	6		1	95	135	230
Mathematics 1a	91	678	264	341	57	89	900	1108	2008
Biology 1	579				6		6		6
General Shop 3			23	2	2	1	49	3	52
Farm and Home Mechanics	24								

DEPARTMENT OF EDUCATION

TABLE NO. 19
TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

Period of Operation	City and Town	Village and Consolidated	School Divisions and Rural	Total
Less than 20 days				
Between 20 and 39 days			1	1
Between 40 and 59 days			2	2
Between 60 and 79 days				
Between 80 and 99 days			2	2
Between 100 and 119 days			1	1
Between 120 and 139 days			4	4
Between 140 and 159 days			9	9
Between 160 and 179 days		1	29	30
Between 180 and 199 days	46	78	2,486	2,610
200 days and over				
Totals	46	79	2,534	2,659

This table does not include those Districts that are operating under Section 138 of The School Act, by sending their pupils to adjacent schools. Partly due to the shortage of teachers, centralization continues to increase, and transportation increases in proportion. 99% of the schools in operation operated more than 160 days

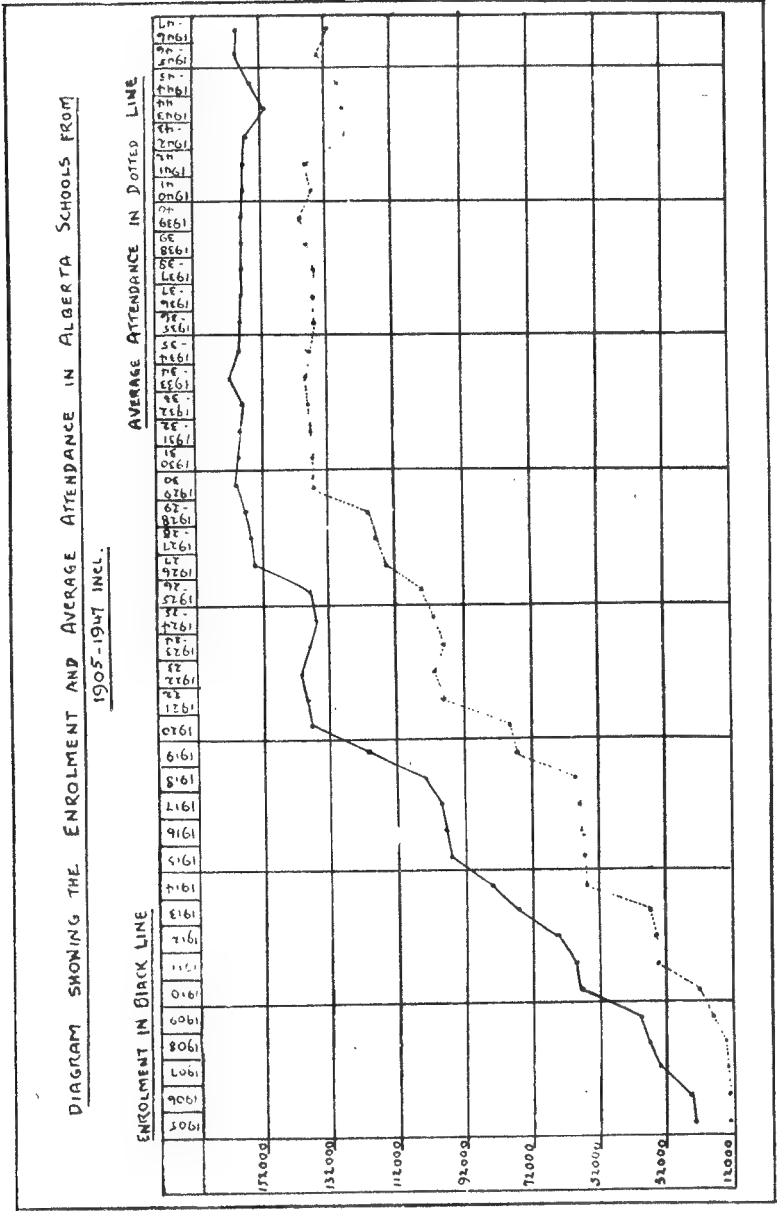
TABLE NO. 20
NUMBER OF ROOMS IN OPERATION AND NUMBER OF ROOMS OPERATED AS
AS AT JUNE 30, 1946 AND JUNE 30, 1947

School Districts having:	Total Schools		Total Departments	
	June 30, 1946	June 30, 1947	June 30, 1946	June 30, 1947
1 Department	2,105	2,043	2,105	2,043
2 Departments	297	280	594	560
3 "	87	91	261	273
4 "	70	74	280	296
5 "	36	35	180	175
6 "	42	41	252	246
7 "	20	18	140	126
8 "	13	17	104	136
9 "	10	9	90	81
10 "	4	7	40	70
11 "	1	4	11	44
12 "	6	7	72	84
13 "	5	4	65	52
14 "	4	1	56	14
15 "	1	2	15	30
16 "	4	6	64	96
17 "	1		17	
18 "	1		18	
19 "	1	1	19	19
20 "	3	1	60	20
21 "	1	1	21	21
22 "		4		88
24 "	1	1	24	24
29 "		1		29
32 "	2		64	
33 "		1		33
42 "		1		42
43 "	1		43	
57 "	1		57	
60 "		1		60
65 "	1		65	
67 "		1		67
70 "	1		70	
74 "		1		74
106 "	1		106	
111 "		1		111
397 "	1		397	
426 "	1		426	
440 "		1		440
474 "		1		474
Totals	2,722	2,656	5,716	5,828

The consolidation of Rural Schools continues, as can be seen from above. There are fewer one-room schools in operation, but the number of Rooms or Departments continues to increase.

TABLE No 21

DIAGRAM SHOWING THE ENROLMENT AND AVERAGE ATTENDANCE IN ALBERTA SCHOOLS FROM 1905-1947 INCL.



DEPARTMENT OF EDUCATION

TABLE NO. 22

	1936-37	1945-46	1946-47
(1) Aggregate number of days attended during the year	25,911.897	25,193.087	25,228.871
(2) Average number attending each day	133,109.08	133,162.63	131,010.72
(3) Average monthly percentage of attendance	88.21	89.73	89.44
(4) Average number of days school was open during the year	191.14	191.28	188.34
(5) Average number of days pupils attended during the year	154.22	162.06	162.21
(6) Average number of days pupils lost during the year	45.78	37.94	37.79
(7) Percentage proportionate of total attendance to average attendance	79.26	85.65	84.17
(8) Percentage proportionate of Intermediate to Elementary Grades	36.62	39.78	39.41
(9) Percentage proportionate of High School to Intermediate and Elementary Grades	12.93	15.46	15.93

During the year 1946-47, there were 199 legally-authorized teaching days. The number of days lost, in this table, is based on a full year of 200 days. The actual time lost by pupils is 13.87% of the time schools actually operated.

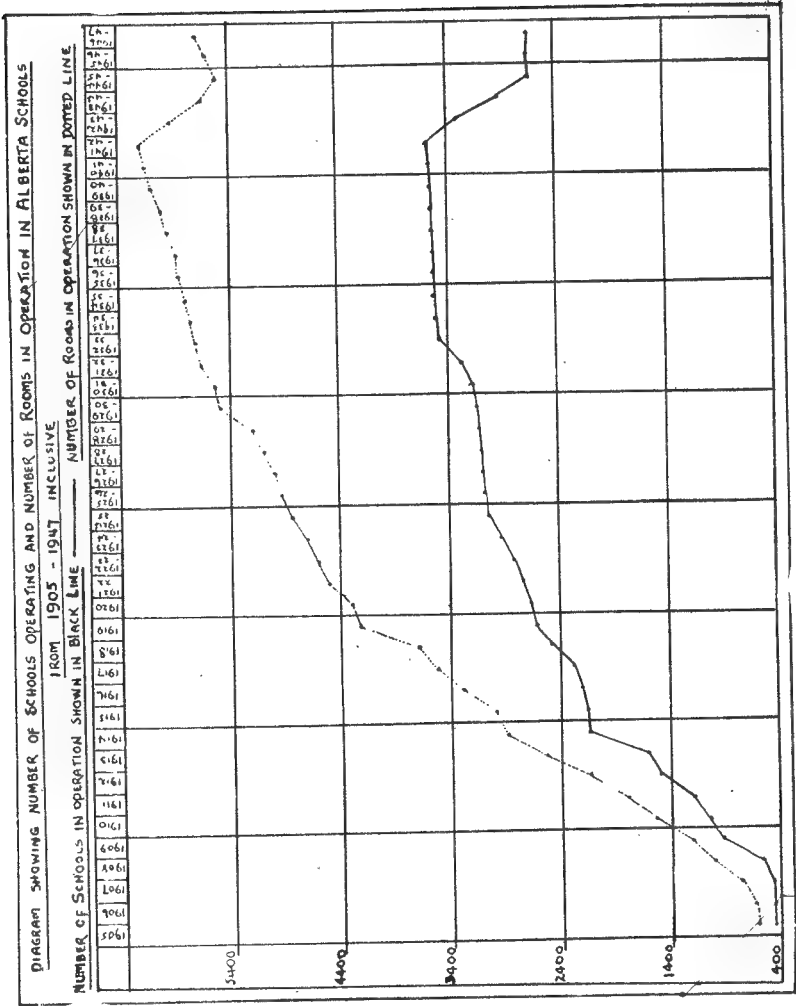
TABLE NO. 23

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905-1947 INCLUSIVE

Year	No. of S.D. in Existence	No. of S.D. in Operation	No. of Rooms in Operation	Percentage of S.D. in Operation	Average Length of School Year	Average Monthly Percentage of Attendance
1905	602	476	628	79.07	178.4	.....
1910	1,501	1,195	1,610	79.60	158.3	.....
1915	2,478	2,138	3,082	86.36	181.5	.....
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,515	3,124	4,977	89.10	188.4	86.56
1926-27	3,788	3,395	5,729	89.44	195.0	90.02
1931-32	3,926	3,542	5,935	90.22	191.1	88.21
1936-37	4,001	3,625	6,327	90.60	179.9	91.62
1941-42	4,008	3,277	5,988	81.76	191.9	88.29
1942-43	4,012	2,852	5,603	71.03	184.9	89.36
1943-44	4,022	2,595	5,419	64.52	180.1	90.14
1944-45	4,034	2,722	5,716	70.57	191.2	89.73
1945-46	4,041	2,659	5,828	67.45	188.34	89.44

School District Units in Existence—3,943; Consolidations—41; Divisions—57; Total—4,041.

TABLE N° 24



DEPARTMENT OF EDUCATION

TABLE NO. 25

STATEMENT SHOWING RECEIPTS AND PAYMENTS IN ALL SCHOOL DISTRICTS
DURING THE YEAR 1946

RECEIPTS	
Balance of Cash on hand at Beginning of Year ...	\$ 1,059,562.47
Net Provincial Grants	3,197,999.29
Tax Receipts:	
Levied by School Districts	\$ 38,104.05
Levied by Municipalities	10,179,607.13
Levied by Department of Municipal Affairs	1,111,913.88
Levied by Special Areas Board	189,154.33
Additional Levies by Agreements and Section 290	101,750.67
	11,620,530.06
Received from Other School Boards	65,683.95
Tuition Fees	202,766.00
Other Operating Receipts	311,793.34
Total Operating Receipts	\$16,458,335.11
Bank and Other Short Term Borrowings	1,075,092.85
Receipts from Sale of Debentures	855,694.91
Receipts from Sale of Equipment and Property	47,928.34
Dormitory Fees, etc.	12,459.91
Other Non-Operating Receipts	503,337.80
Total Receipts	\$18,952,848.92
Bank Overdrafts at End of Year	115,842.31
	<u>\$19,068,691.23</u>

PAYMENTS

Bank Overdrafts at Beginning of Year		\$ 82,473.80
Administration:		
Secretary-Treasurers' Salaries	\$ 174,431.78	
Clerks and Stenographers	68,139.45	
Auditors	9,823.90	
Attendance Officers	7,572.45	
Premium on Treasurers' Bonds	731.56	
Election Expenses	4,853.71	
Trustees' Expenses	64,701.18	
Local Trustees' and Secretaries' Expenses	20,309.20	
Office Rent, Fuel, Phone, etc	34,717.56	
Office Supplies	51,796.70	
Other Administration Expenses	37,333.92	
		474,411.41
Instruction:		
Teachers' Salaries	\$ 8,737,416.60	
Supervisors' Salaries and Expenses	104,027.00	
Clerical Expenses (Clerks to Principals, etc)	14,083.33	
Correspondence Courses	37,731.81	
Tuition fees	199,448.14	
Library and Reference Books	91,640.90	
Text Books	57,546.80	
Instructional Supplies	309,649.46	
Instructional Equipment	32,626.79	
Other Instructional Expenses	73,193.46	
		9,657,364.29
Plant Operation and Maintenance:		
Caretakers' Salaries	\$ 746,238.38	
Caretaking Supplies	74,266.35	
Fuel, Light, Water, Phone, Ice, etc	573,764.42	
Repairs and Replacements to Buildings	597,682.87	
Replacements to Fences, Grounds, etc	49,568.07	
Repairs and Replacements to Furniture & Equipment	109,978.28	
Insurance	86,466.32	
Rent	44,852.58	
Other Operation and Maintenance	67,306.59	
		2,350,123.86
Auxiliary Services:		
Medical and Health Services (Salaries)	\$ 83,119.43	
Medical and Health Services (Supplies)	30,002.05	
Dormitories	2,903.28	
Transportation of Pupils	953,000.43	
Other Auxiliary Services, including Dormitories, etc.	105,888.82	
		1,174,914.01
Payments to Other Boards		12,141.54
Capital Expenditure Provided out of Operating Receipts:		
Land, Buildings, Furniture, and Equipment	\$ 1,029,971.31	
Transportation Equipment	98,004.23	
		1,127,975.54
Debt Charges:		
Debentures—Principal Instalments	\$ 395,602.53	
Debentures—Interest	272,290.48	
Interest on Short-term Borrowings and Other Bank Charges	23,699.79	
		691,592.80
Repayment of Bank or other Short Term Borrowings		1,074,123.10
Capital Expenditure out of Proceeds from Debentures		374,098.12
Building Reserve Appropriation		58,187.87
Other Non-Operating Payments		333,282.97
TOTAL		\$17,410,689.31
BALANCE OF CASH ON HAND AND IN BANK		1,658,001.92
		<u>\$19,068,691.23</u>

DEPARTMENT OF EDUCATION

TABLE NO. 25(a)

STATEMENT SHOWING TOTAL REVENUE AND EXPENDITURE FOR THE
YEAR 1946 IN ALL SCHOOLS

Gross Provincial Grant	\$ 3,231,727.39
Tax Revenue	11,690,825.28
Revenue from Other School Boards	63,723.95
Tuition Fees	198,539.11
Other Revenue for Operation	276,913.27
Total Revenue for Operation ..	\$15,461,729.00
Revenue from Sale of Property	34,056.17
Revenue from Dormitories	7,193.15
Other Non-operating Revenues	118,724.58
Total Revenue	\$15,621,702.90
Surplus used from Previous Year	\$ 212,792.74
Deficits	227,065.18
	<u><u>\$16,061,560.82</u></u>
EXPENDITURE	
Administration	\$ 476,424.17
Instruction	9,673,975.14
Plant Operation and Maintenance	2,413,560.65
Auxiliary Services	1,162,281.79
Payments to Other Boards	11,284.16
Capital Expenditures Provided out of Revenue	867,424.23
Debt Charges	627,766.38
Other Expenditures	164,447.11
Total Expenditures	\$15,397,163.63
Deficits from Previous Year Provided for from Revenue	39,926.28
Surpluses	624,470.91
	<u><u>\$16,061,560.82</u></u>

TABLE NO. 26

STATEMENT SHOWING RECEIPTS AND PAYMENTS IN SCHOOL DIVISIONS
DURING THE FISCAL YEAR NOV. 1, 1945, TO OCT. 31, 1946

Balance of Cash on hand and in Bank at beginning of year	\$ 462,220.99
Net Provincial Grants	2,480,071.22
Tax Receipts:	
Levied by Municipalities	\$ 4,504,260.13
Levied by Department of Municipal Affairs	814,542.05
Levied by Special Areas Board	186,025.83
Special Levies by Agreement and Section 290	101,750.67
	<u>\$ 5,606,578.68</u>
Receipts from Other School Boards	\$ 12,548.09
Tuition Fees	21,144.09
Other Operating Receipts	239,929.95
Total Operating Receipts	\$ 8,822,493.02
Bank and Other Short Term Borrowings	990,176.51
Receipts from Sale of Debentures	211,695.08
Receipts from Sale of Property and Equipment	39,828.81
Dormitory Receipts	8,081.76
Other Non-Operating Receipts	379,266.93
Total Receipts	\$10,451,542.11
BANK OVERDRAFT AT THE END OF THE YEAR	\$ 106,759.80
	<u><u>\$10,558,301.91</u></u>

TABLE No. 26—Continued

PAYMENTS

Bank Overdraft at Beginning of the Year		\$ 66,328.76
Administration:		
Secretary-Treasurers' Salaries	\$ 95,367.25	
Clerks and Stenographers	23,768.31	
Auditors	6,019.82	
Attendance Officers	458.33	
Premium on Treasurers' Bonds	220.00	
Election Expenses	1,886.24	
Trustees' Expenses Annual Meetings	60,799.74	
Local Trustees' and Secretaries' Expenses	17,442.91	
Office Rent, Fuel, Phone, etc.	25,911.46	
Office Supplies, Postage, Stationery, etc.	32,156.67	
Other Administration Expenses	24,031.15	
		288,061.88
Instruction:		
Teachers' Salaries	\$ 4,484,967.18	
Supervisors' Salaries and Expenses	67,717.05	
Clerical Expenses (Clerks to Principals, etc.)	373.16	
Correspondence Courses	35,359.14	
Tuition Fees	182,517.60	
Library and Reference Books	65,139.26	
Text Books	34,557.11	
Instructional Supplies	159,984.72	
Other Instructional Expenses	44,819.68	
		5,075,434.90
Plant Operation and Maintenance:		
Caretakers' Salaries	\$ 317,425.59	
Caretaking Supplies	37,999.00	
Fuel, Light, Water, Ice, Phone, etc.	344,844.88	
Repairs and Replacements to Buildings	303,159.54	
Repairs to Fences, Grounds, etc.	34,872.25	
Repairs and Replacements to Furniture & Equipment	67,352.01	
Insurance	54,004.39	
Rent	16,754.38	
Other Operation and Maintenance	45,888.30	
		1,222,300.34
Auxiliary Services:		
Medical and Health Services (Salaries)	\$ 42,637.25	
Medical and Health Services (Supplies)	22,281.64	
Transportation of Pupils	844,323.93	
Other Auxiliary Services	99,446.93	
		1,008,689.75
Payments to Other School Boards		6,863.49
Capital Expenditures Provided out of Operating Receipts:		
Furniture, Equipment, Land, and Buildings	\$ 824,206.38	
Transportation Equipment	94,723.97	
		918,930.35
Debt Charges:		
Debentures—Principal Instalments	\$ 102,224.15	
Debentures—Interest	29,237.67	
Interest on Short-term Borrowings and Other Bank Charges	14,196.20	
		145,658.02
Repayment of Bank and Other Short-term Borrowings		944,426.57
Capital Expenditures Out of Proceeds from Debentures		125,681.53
Other Non-Operating Payments		265,406.49
		\$10,067,782.08
Total Payments		
CASH ON HAND AND BANK BALANCE (less out-		
standing Cheques)		490,519.83
		<u>\$10,558,301.91</u>

DEPARTMENT OF EDUCATION

TABLE NO. 26(a)

STATEMENT SHOWING REVENUE AND EXPENDITURE IN SCHOOL DIVISIONS
FOR THE FISCAL YEAR NOV. 1, 1945, TO OCTOBER 31, 1946

REVENUE	
Gross Provincial Grants	\$ 2,476,139.74
Tax Revenue	5,651,618.21
Revenue from Other School Boards	10,340.83
Tuition Fees	21,100.96
Other Operating Revenue	212,287.56
Revenue for Operation	\$ 8,371,487.30
Revenue from Sale of Property	28,359.88
Revenue from Dormitories	7,193.15
Other Non-operating Revenue	92,688.24
Total Revenue	\$ 8,499,728.57
Surplus from Last Year Used	128,244.06
Deficits	204,178.88
	<u>\$ 8,832,151.51</u>
EXPENDITURE	
Administration	\$ 288,695.93
Instruction	5,080,779.87
Plant Operation and Maintenance	1,265,043.46
Auxiliary Services	995,817.79
Payments to Other School Boards	5,849.11
Capital Expenditures Provided out of Revenue	669,627.43
Debt Charges	94,029.72
Other Expenditures	31,412.90
Total Expenditures	\$ 8,431,256.21
Deficits from Previous Year Provided for from Revenue	38,936.01
Surplus	361,959.29
	<u>\$ 8,832,151.51</u>

TABLE NO. 27

STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL SCHOOLS FOR THE
YEAR 1946

CAPITAL AND LOAN FUND SECTION			
ASSETS		LIABILITIES	
Land and Buildings	\$22,594,333.24	Debenture Debt (not due)	\$ 6,364,659.93
Furniture and Equipment	4,271,012.38	Other Liabilities	170,333.90
Library	382,880.25	Investment in Capital Assets	22,683,211.74
Other Assets	1,969,979.70		
	<u>\$29,218,205.57</u>		<u>\$29,218,205.57</u>
REVENUE FUND SECTION			
ASSETS		LIABILITIES	
Cash on hand and in Bank (less o/s Cheques)	\$ 1,128,749.64	Bank Overdrafts	\$ 133,067.32
Accounts and Rents Receivable	52,106.15	Short Term Loans:	
Due from other School Boards	40,302.27	Principal	\$181,952.75
Taxes Levied by Board Due and Unpaid (including Penalties and Interest)	26,458.75		183,374.08
Due from Province	536,845.89	Arrears of Teachers' Salaries	67,428.04
Other Assets	1,262,419.98	Accounts Payable	252,693.01
		Debentures Due and Unpaid:	
		Principal	\$ 36,678.33
		Interest	20,745.21
			57,423.54
		Due to Other School Boards	12,544.36
		Due to Municipalities	83,396.59
		Due to Province	17,127.70
		Other Liabilities	418,290.84
			<u>\$ 1,225,345.48</u>
		Surplus	2,551,009.36
	<u>\$ 3,776,354.84</u>		<u>\$ 3,776,354.84</u>
Total Insurance on Property in Force:			
Buildings			\$21,609,551.42
Furniture and Equipment			3,634,717.00

TABLE No. 28
STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL SCHOOL DIVISIONS
FOR THE YEAR ENDED OCTOBER 31, 1946

CAPITAL AND LOAN FUND SECTION	
ASSETS	LIABILITIES
Land and Buildings \$ 9,259,574.36	Debenture Debt (not due) \$ 611,031.11
Furniture and Equipment 2,315,770.68	Other Liabilities 120,361.79
Libraries 297,288.89	Investment in Capital Assets 11,296,746.57
Other Assets 155,505.54	
<u>\$12,028,139.47</u>	<u>\$12,028,139.47</u>

REVENUE FUND SECTION	
ASSETS	LIABILITIES
Cash on hand and in Bank (less o/s Cheques) \$ 437,287.17	Bank Overdrafts \$ 124,039.34
Accounts and Rents Receivable 33,125.01	Short Term Loans: Principal \$160,400.00 Interest 1,206.93 161,606.93
Due from other School Boards 7,023.34	Arrears of Teachers' Salaries 60,719.70
Due from Municipalities (Requisitions) 460,461.58	Accounts Payable 128,088.26
Due from Province 330,656.59	Debentures Due and Unpaid: Principal \$ 8,280.46 Interest 3,364.84 11,645.30
Other Assets 227,331.16	Due to other School Boards 7,695.50
	Due to Municipalities 70,971.61
	Due to Province 11,812.73
	Other Liabilities 287,708.03
	<u>\$ 864,287.40</u>
	Surplus 631,597.45
<u>\$ 1,495,884.85</u>	<u>\$ 1,495,884.85</u>

TABLE NO. 29
COMPARATIVE COST OF EDUCATION

	1936-37	1945-46	1946-47
IN ALL SCHOOLS:			
Cost per pupil per year according to enrolment	\$ 54.79	\$ 91.68	\$ 99.00
Cost per pupil per year according to average attendance	69.14	107.02	117.52
Average cost per pupil for each day in attendance	.365	.565	.606
IN SCHOOL DIVISIONS:			
Cost per pupil per year according to enrolment		88.84	99.27
Cost per pupil per year according to average attendance		106.55	121.02
Average cost per pupil for each day in attendance		.568	.629
IN GRADED SCHOOLS:			
Cost per pupil per year according to enrolment	61.83	96.31	99.16
Cost per pupil per year according to average attendance	77.66	108.98	113.90
Average cost per pupil for each day in attendance	.394	.571	.598
IN TOWN AND VILLAGE SCHOOLS:			
Cost per pupil per year according to enrolment	51.91	93.28	94.46
Cost per pupil per year according to average attendance	66.97	105.62	108.66
Average cost per pupil for each day in attendance	.338	.554	.560
IN CITY SCHOOLS:			
Cost per pupil per year according to enrolment	77.14	101.71	105.72
Cost per pupil per year according to average attendance	90.70	111.84	120.25
Average cost per pupil for each day in attendance	.456	.598	.628
IN CONSOLIDATED SCHOOLS:			
Cost per pupil per year according to enrolment	88.05	121.76	124.29
Cost per pupil per year according to average attendance	117.08	141.05	149.03
Average cost per pupil for each day in attendance	.591	.738	.762

DEPARTMENT OF EDUCATION

TABLE NO. 30

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLMENT AND ON AVERAGE ATTENDANCE

Year	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil Based on Enrolment	Actual Cost per Pupil Based on Average Attendance
1915	\$ 7,965,469.42	\$ 4,028,592.16	\$ 44.69	\$ 71.16
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1931-32	12,122,345.98	10,522,137.00	61.61	75.35
1936-37	10,195,128.18	9,203,091.00	54.79	69.14
1941-42	11,616,548.88	10,404,404.00	64.46	75.54
1942-43	13,076,690.26	10,726,651.00	68.10	84.33
1943-44	13,154,250.24	11,155,097.00	73.39	87.11
1944-45	14,740,209.83	13,040,426.82	85.49	100.23
1945-46	16,158,877.05	14,252,199.90	91.68	107.02
1946-47	17,410,689.31	15,397,163.63	99.00	117.52

TABLE NO. 31

TEACHERS' SALARIES 1946-47 IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic Male	79	\$4,200.00	\$1,700.00	\$2,793.77
Academic Female	53	3,416.00	1,100.00	2,415.96
High School Male	137	3,835.00	1,200.00	2,138.43
High School Female	103	2,850.00	1,050.00	1,886.61
First Class Male	751	4,400.00	1,025.00	2,236.71
First Class Female	1,124	3,504.00	1,000.00	1,750.61
Elementary and Intermediate Male	375	2,950.00	1,000.00	1,549.35
Elementary and Intermediate Female	1,841	2,540.00	1,000.00	1,330.74
Second Class Male	158	3,454.00	1,150.00	1,752.06
Second Class Female	738	3,250.00	1,000.00	1,553.46
War Emergency Male	10	1,500.00	1,100.00	1,210.50
War Emergency Female	120	1,600.00	1,050.00	1,186.17
Letter of Authority Male	29	1,900.00	1,000.00	1,277.39
Letter of Authority Female	170	1,875.00	1,000.00	1,243.63
Special Male	75	3,454.00	1,650.00	2,362.54
Special Female	55	3,250.00	1,650.00	2,123.00

TABLE NO. 32
AVERAGE SALARIES OF TEACHERS

	No. of Teachers, 1946-47	Salaries, 1945-46	Salaries, 1946-47
Average Salary per Year Paid in Divisions	3,459	\$1,353.81	\$1,470.33
Average Salary per Year Paid in Rural Schools not included in Divisions	10	1,284.87	1,455.00
Average Salary per Year Paid in City and Town Schools	1,586	1,983.00	2,049.21
Average Salary per Year Paid in Village Schools	388	1,503.65	1,688.75
Average Salary per Year Paid in Separate Schools	247	1,342.72	1,470.68
Average Salary per Year Paid in Consolidated Schools	128	1,520.99	1,660.69
Average Salary per Year Paid in All Schools	8,818	1,526.18	1,652.02
Average Salary per Year Paid in Urban Schools	2,349	1,802.52	1,908.41

TABLE NO. 32(a)

TABLE SHOWING NUMBER OF TEACHERS AND SALARIES PAID IN ALBERTA SCHOOLS DURING THE YEAR 1946-47

Salaries Between	Teachers			Salaries Between	Teachers		
	Male	Female	Total		Male	Female	Total
1,000-1,049	6	78	84	2,750-2,799	25	7	32
1,050-1,099	16	146	160	2,800-2,849	6	2	8
1,100-1,149	28	287	315	2,850-2,899	13	5	18
1,150-1,199	12	253	265	2,900-2,949	8	1	9
1,200-1,249	20	297	317	2,950-2,999	13	5	18
1,250-1,299	27	265	292	3,000-3,049	5		5
1,300-1,349	29	325	354	3,050-3,099	9	2	11
1,350-1,399	17	257	274	3,100-3,149	6	2	8
1,400-1,449	30	227	257	3,150-3,199	4	5	9
1,450-1,499	42	260	302	3,200-3,249	7		7
1,500-1,549	59	195	254	3,250-3,299	35	20	55
1,550-1,599	63	246	309	3,300-3,349	4		4
1,600-1,649	73	267	340	3,350-3,399	7	1	8
1,650-1,699	85	166	251	3,400-3,449	2	4	6
1,700-1,749	80	119	199	3,450-3,499	11	5	16
1,750-1,799	73	104	177	3,500-3,549	11	3	14
1,800-1,849	68	85	153	3,550-3,599	10		10
1,850-1,899	68	60	128	3,600-3,649	3		3
1,900-1,949	69	52	121	3,650-3,699	1		1
1,950-1,999	60	64	124	3,700-3,749			
2,000-2,049	59	49	108	3,750-3,799			
2,050-2,099	49	77	126	3,800-3,849	1		1
2,100-2,149	45	23	68	3,850-3,899			
2,150-2,199	34	91	125	3,900-3,949			
2,200-2,249	44	22	66	3,950-3,999			
2,250-2,299	45	32	77	4,000-4,049			
2,300-2,349	31	8	39	4,050-4,099			
2,350-2,399	30	30	60	4,100-4,149	1		1
2,400-2,449	36	8	44	4,150-4,199			
2,450-2,499	25	17	42	4,200-4,249	3		3
2,500-2,549	28	11	39	4,250-4,299	3		3
2,550-2,599	27	8	35	4,300-4,399			
2,600-2,649	15	7	22	4,350-4,399			
2,650-2,699	19	5	24	4,400-4,449	1		1
2,700-2,749	13	1	14				

TABLE NO. 33
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-1947 INCLUSIVE

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets Over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,396.34	7,386.34	\$ 386,107.99	924	742	144	\$ 928,706.26	\$ 10,384.49	\$ 607,678.45
1911	32,098	29,582	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1916	47,997	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,624	135	14,165,097.25	134,387.70	8,452,140.36
1921-22	66,211	76,691	41,892.60	58,621.94	5,428,826.20	5,787	3,367	73	18,442,012.68	331,581.11	13,284,175.25
1926-27	73,942	80,438	49,826.69	65,298.09	5,899,839.00	5,780	3,515	50	19,689,044.57	369,902.89	17,982,511.66
1931-32	81,438	89,357	62,769.84	76,893.34	6,406,996.78	5,760	3,758	35	19,095,491.88	378,338.70	18,811,741.41
1936-37	84,090	83,860	63,467.96	69,641.12	5,893,852.44	6,130	3,926	35	18,004,290.00	256,519.44	20,756,827.94
1941-42	83,723	77,486	69,842.82	67,635.63	6,870,176.68	6,336	4,001	56	21,324,852.42	392,143.28	22,143,392.96
1942-43	79,470	78,036	61,550.90	65,662.81	6,935,506.40	6,490	4,008	9	21,286,408.62	393,459.59	22,816,855.47
1943-44	77,593	74,392	63,519.59	64,531.08	7,584,674.59	5,824	4,012	8	21,827,041.43	273,402.00	23,919,612.31
1944-45	77,270	75,262	63,777.75	66,318.06	8,058,586.62	5,945	4,022	14	22,489,006.36	321,942.18	23,730,673.15
1945-46	84,260	71,195	62,919.69	70,242.94		5,868	4,034	12			
1946-47	85,961	69,556	70,446.46	60,564.26		5,818	4,041	9			

Due to the inclusion of many urban centres in Divisions, the term Rural is no longer appropriate. The totals for School Divisions are included under this heading, so that now many urban pupils are included with the rural enrolment.

TABLE NO. 34
SCHOOL DISTRICTS ESTABLISHED DURING 1947

Name of District	No.	Date of Establishment	Townships		Range		Mer.
Langlois	4943	Jan. 15, 1947	75	76	20	21	5
Bay View	4944	July 4, 1947	68		15	16	4
Lucky Tree	4945	Aug. 11, 1947	70	71	6	7	6
Batt	4946	Aug. 25, 1947	109		14		5
Deep Well	4947	Aug. 28, 1947	61		2		5
Bear Canyon	4948	Aug. 27, 1947	82	83	12		6
LaBrecque	4949	Sept. 3, 1947	79		20	21	5
Manning	4950	Sept. 17, 1947	74	75		18	5
Olsondale	4951	Sept. 17, 1947	74	75	10	11	6

SCHOOL DISTRICTS DISSOLVED DURING 1947

Name of District	Number	Date of Dissolution
Drinnan	4,605	January 1, 1947
Beaverlodge Rural High	14	April 1, 1946
Hastings Coulee Consolidated	64	June 1, 1947

TABLE NO. 35
REPORT OF PRIVATE SCHOOLS FOR THE SCHOLASTIC YEAR ENDING
JUNE 30th, 1947

Number of Colleges Reporting 28

	Male	Female	Total
Number of teachers in residence	28	62	90
Number of teachers not in residence	31	28	59
Number of pupils in residence	821	998	1,819
Number of pupils not in residence	841	1,254	2,095
Number of pupils also enrolled in publicly controlled schools	42	71	113
Number of pupils doing work of Elementary grades	807	901	1,708
Number of pupils doing work of Intermediate grades	276	310	586
Number of pupils doing work of High School grades	473	522	995
Number of pupils doing Special Work only	106	519	625

Total Enrolment	3,914
Average Attendance	3,660.68
Length of Course in Years	3 to 14 Years
Average Number of Days School Operated	194 Days.
Schools Under Control of:	
(a) Church	9
Corporation	6
Society	4
Private Individuals	9
(b) Religious Denominations	19
Non-Sectarian	9

DEPARTMENT OF EDUCATION

TABLE No. 36
THE DISTRIBUTION BY GRADES OF PUPILS LEAVING SCHOOL AT THE
AGE OF 15 YEARS SINCE 1922

Year	Division I			Division II			Intermediate School			High School		
	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.
1921-1922	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1926-1927 ..	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1931-1932 ..	.09	.31	.72	1.63	9.17	9.17	19.05	34.55	17.13	7.88	2.79	.15
1936-1937 ..	.16	.28	.51	2.25	4.69	10.14	15.66	31.69	24.74	7.47	2.02	.39
1941-1942 ..	.07	.07	.34	1.33	4.08	8.51	17.44	26.39	31.27	7.85	2.55	.10
1942-1943 ..	.10	.08	.44	1.45	4.08	8.45	17.00	24.35	33.25	7.99	2.51	.20
1943-1944 ..	.07	.07	.39	1.03	3.08	7.54	19.22	26.01	32.62	7.49	2.30	.18
1944-1945 ..	.05	.06	.29	.68	1.77	7.14	16.97	25.84	32.07	13.64	1.46	.03
1945-1946 ..	.06	.06	.23	.60	1.58	5.73	12.91	25.98	36.26	14.43	1.64	.52
1946-1947 ..	.06	.09	.28	.78	1.89	5.48	13.10	26.49	35.02	14.38	2.04	.39

TABLE No. 37
STATEMENT SHOWING INCREASE IN THE UPPER GRADES AS COMPARED WITH
THE LOWER GRADES SINCE 1912 (THE YEAR IN WHICH THE 12 GRADE
SYSTEM WAS INTRODUCED)
PERCENTAGE OF ENROLMENT

Year	Division I, 1st Year	High School Division and 3rd Year Intermediate	Intermediate and High School Divisions
1912	32.24	3.92	14.65
1917	24.87	5.62	18.45
1922-1923 ..	20.87	8.29	22.73
1927-1928 ..	17.57	11.44	26.90
1932-1933 ..	13.49	17.13	33.61
1937-1938 ..	14.19	18.28	35.22
1942-1943 ..	12.07	18.98	36.65
1943-1944 ..	12.17	18.61	36.71
1944-1945 ..	11.95	19.69	37.59
1945-1946 ..	12.01	20.73	38.03
1946-1947 ..	12.00	21.00	38.12

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